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ABSTRACT

This document includes the following presentations: "Partnerships for Workplace Literacy: A Developmental Model" (Lucy M. Guglielmino); "Selling the Concept: Identifying Workplace Literacy Partners" (Sheila Acevedo, Joe Mathos, and Joseph McCoy); "Designing Partnership Agreements: Who Pays for What?" (Tony Lagos, Sheila Acevedo, and Lucy Guglielmino); "Literacy Task Analysis" (Jorie W. Philippi); "Curriculum Development/Adaptation Based on Literacy Task Analysis" (Jorie W. Philippi); and "Evaluation of Workplace Literacy Programs" (Jorie W. Philippi). The report also includes an annotated bibliography that lists and describes 138 materials on the topics of trends and justification for workplace literacy, model programs in workplace literacy, and resources for workplace literacy. (KC)

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ED 367 866

Proceedings of the Florida Workplace Literacy Conference

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A Special Session of

The Florida Literacy Conference

March 5-6, 1991

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Proceedings of the Florida Workplace Literacy Conference

A Special Session Of The Florida Literacy Conference

Jacksonville, Florida

March 5-6, 1991

Lucy Madsen Guglielmino

Adult Education Office

Department of Educational Leadership

Florida Atlantic University

Acknowledgements

Special thanks are due the Florida Literacy Coalition, who cooperated enthusiastically in logistical arrangements, media support, and promotional efforts for the conference. Ron Froman, President, Anita Rodgers, Executive Director, and Tony Lagos, Program Committee Chair were especially helpful.

The advisory committee for this project made valuable contributions to the program planning process and to the content of the sessions. They were: **Shelia Acevedo, Tony Lagos, and Judy Langelier.**

Jorie Philippi, featured speaker for the conference, not only shared her expertise during the sessions, but generously agreed that key handouts could be reproduced in this Proceedings. Simon and Schuster also graciously allowed reproduction of materials copyrighted by them in this publication.

Thanks are also due to **John Lawrence** and the **Florida Bureau of Adult and Community Education** for their vision in funding this project to meet a critical area of need within the state.

Finally, thanks to the 135 individuals who participated in the conference, making it the best-attended Florida Literacy Preconference ever and enriching the experience by sharing their ideas and expertise.

One of [Florida's] most debilitating problems is the terribly high number of adults in our state who are considered functionally illiterate.

Betty Castor,
Florida Commissioner of Education
Dade County Trendsetter, September 1989

It is estimated that 18 percent (1,329,365) of Florida's adult population, 25 years and older, are functionally illliterate.

Florida in the 21st Centry

Foreword

This publication will include the major points presented at the Workplace Literacy Conference held in conjunction with the Florida Literacy Conference on March 5-6, 1991, in Jacksonville, Florida.

Some presentations were formal in nature, and will be reported in detail. Others focused more on interchange and question and answer sessions. Those will be presented in an outline format covering major points.

Some materials distributed at the conference are reprinted in whole or in part based on continuing requests for those resources.

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Conference Program

Workplace Literacy Preconference

March 5

10:00 a.m.	Opening Session	
	Welcome	Lucy Guglielmino Preconference Chair
	Greetings	Ron Froman, President Florida Literacy Coalition
	Address	Partnerships for Workplace Literacy: A Development Model - Lucy Guglielmino
10:30-11:00 a.m.	Selling the Concept: Identifying Workplace Literacy Partners Sheila Acevedo Joe Mathos Joseph McCoy	
11:00-11:15 a.m.	BREAK	
11:15-12:00 p.m.	Designing Partnership Agreements: Who Pays for What? Tony Lagos Sheila Acevedo Lucy Guglielmino	
12:00-1:00 p.m.	LUNCH (on your own)	
1:00-1:45 p.m.	Building Support and Participation through Management, Unions, and Student Recruitment Tony Lagos Judy Langelier Joe Mathos	
1:45-2:00 p.m.	BREAK	
2:00-3:30 p.m.	Literacy Task Analysis (Literacy Audit) Simulation Jorie Philippi	

3:30 - 3:45 p.m.	BREAK
3:45 - 5:00 p.m.	Curriculum Development/Adaptation Based on Literacy Task Analysis Jorie Philippi

March 6

9:00 - 11:30 a.m.	General Conference Session Barbara Bush, First Lady of the United States Peter Waite, Executive Director Laubach Literacy Action
11:30-1:00 p.m.	LUNCH (on your own)
1:00-2:15 p.m.	Evaluation of Workplace Literacy Programs Jorie Philippi
2:15-2:30 p.m.	BREAK
2:30-3:30 p.m.	Workplace Literacy Programs: Do's, Don't's, and Positive Directions Jorie Philippi Sheila Acevedo Judy Langelier Tony Lagos Lucy Guglielmino Joe Mathos Joseph McCoy
3:30-4:30 p.m.	Questions and Answers on Workplace Literacy: An Open Forum

This preconference is made possible through an Adult Education 353 grant awarded to Florida Atlantic University.

Opening Session

After the welcome by Lucy Guglielmino, Ron Froman, President of the Florida Literacy Coalition, welcomed the participants, emphasizing the critical role that workplace literacy programs have in literacy education in the State of Florida.

Opening Address

Partnerships for Workplace Literacy: A Development Model
Lucy M. Guglielmino, Florida Atlantic University

As a prelude to our conference, I'm going to try to answer some basic questions about workplace literacy:

- Why do we need literacy programs for workers?
- Why offer them in the workplace?
- How do we go about developing good programs?

Why Do We Need Literacy Programs for Workers?

The answer is simple. Workplace literacy programs can help avoid some of the dysfunctions and disasters that are linked to low levels of basic skills. Problems with basic skills can result in:

- accidents and personal injury because employees are unable to read warning signs or safety procedures
- equipment malfunctions and breakdowns because employees cannot read and understand instruction booklets, technical manuals, and, for some, even simple job aids
- high turnover rates and absenteeism because of inability to function adequately on the job
- poor product quality because of errors and misunderstanding of procedures

- customer complains; for example, because a worker could not read the labels on product bins and sent the wrong materials

The bottom line result of all of these problems for business and industry is lowered productivity - a fact of life in the United States since 1973.

The cost to the individual worker with low levels of basic skills can also be measured in dollars and cents if described in terms of lost income. It is estimated that mean annual income for a high school graduate is nearly 60% higher than the income of a high school dropout. The personal cost to the individual is high as well: frustration, low self-esteem, and lack of promotability and mobility are frequently reported by those without adequate basic skills to perform on the job.

How widespread is the problem of low basic skill levels? The cover of Nation's Business in October 1988, consisted of this statement: "30% of your employees can't read this headline." The accompanying article reports that one out of every three employees is unable to read, write, or reason well enough to be able to perform adequately on the job or to compete in today's economy.

The subheading to the Nation's Business cover continued, "--and it's costing you plenty." How much? Estimates range from $25 billion if the cost of lost productivity and remedial training alone are calculated to $225 billion if the cost of welfare payments, crime and incarceration, and lost taxes related to low basic skills are also included. In addition, Literacy Volunteers of America estimates the cost in unrealized earnings of those lacking adequate basic skills at as much as $237 billion per year.

Is this problem going to get better by itself? Will the new entrants into the workforce be smarter or better prepared, perhaps? Based on demographic projections, the young adult population in the United States is decreasing sharply, and is expected to be down 25% from 1979 levels by 1995. In addition, the composition of the young adult population (ages 18-24) will include a larger percentage of groups which have traditionally had the lowest levels of basic skills: minorities and the poor.

While the pool of young adults entering the workforce is decreasing, job requirements are rising. Whereas in 1988, 40% of all new jobs were in low skills categories, 27% of new jobs will require only low-level skills by the year 2000. In fact, the majority of new jobs will require some post-secondary education, for the first time in history; and nearly one in three will require a college degree. The definition of basic skills for the workplace is becoming more demanding. Florida is at the forefront of the trend toward jobs requiring more advanced skills:

- In seven out of eight areas of non-agricultural business employment, Florida surpasses the nation.
- Industrial employment in Florida increased by 23.7 percent between 1980 and 1985. The national average for this period was 8.1 percent.
- Between 1975 and 1985, employment in high-technology fields in Florida increased by 100 percent, while the number of high-technology firms increased by nearly 255 percent.
- Florida is now seventh in the nation in employment in high-technology industry.

Florida Department of Education, 1988

While Florida is a national leader in high-technology employment, one Department of Labor study estimated that 75% of Florida workers lack the basic skills necessary to be trained for high-technology jobs.

The problem is a major one, both at the state and national levels, so major that the final report of the Project on Adult Literacy described the low basic skills of our workforce as the nation's "most seriously neglected national priority" (Chrisman, 1989).

The report emphasizes that the vast majority of workers for the year 2000 (75 percent) are already adults, and most are in the workforce. A minimum of 20 to 30 million of these individuals have basic skills deficiencies that are severe enough to affect their job performance and management of their personal lives.

Pointing out that increasing the skills of our country's workers offers the greatest potential for short-term economic benefit, the report recommends making remedial programs available to workers on the job site.

Why Offer Literacy Programs in the Workplace?

Many benefits result when literacy programs are offered in the workplace: An on-site literacy program:

- **Eliminates many barriers to attendance.** Transportation, child care, and fees charged to the individual are all often cited as reasons for not attending literacy programs at school sites and become less of a problem with jobsite programs; they are of no concern at all if all of the instruction is on company time. Less tangible, but equally as real are avoidance of the temptation to finish watching a television show with the family or simply snoozing in an easy chair rather than attending class. It is much easier to walk into another part of the building at work than to go home, clean up, grab a bite to eat, and travel to another site for class.

- **Increases possibilities for transfer and immediate use of knowledge.** A good workplace literacy program makes use of reading materials needed on the job. Warning signs, instruction sheets, memos, and procedural manuals become a part of the instructional material. While this type of customizing does take some time, the results are more than worth it. Interest and effort accelerate when the knowledge can be applied immediately to an important context - especially one with which the learner is already familiar.

- **Creates a more educative environment on the job.** Company support of literacy programs makes admitting a basic skills problem easier. Adult illiterates are usually fearful of receiving a negative reaction if they admit their weaknesses. Visions of ridicule or job loss are not uncommon. By its sponsorship and promotion of workplace literacy programs, a company creates an environment in which admitting that one needs help is acceptable and continuing basic skills instruction becomes commonplace. Many companies promote their literacy programs throughout the site with posters and public announcements. Their commitment of time and resources reinforces the concept that further learning is a positive, productive thing to do.

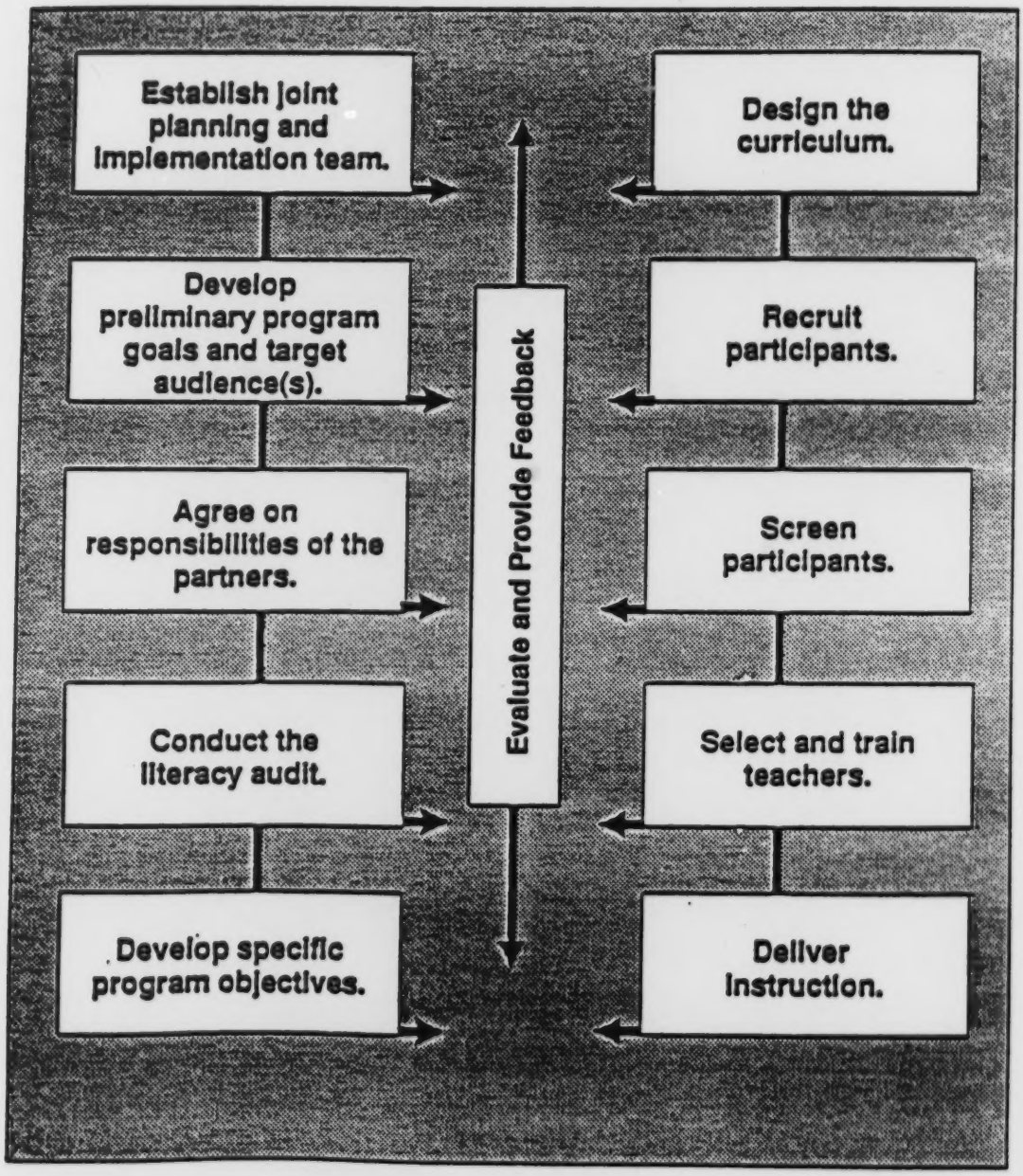
- **Reduces the cost for the adult education agency and for the employer.** Employers normally provide the training site, a company liaison who assists in varying degrees with the literacy audit, the development of job and/or site specific materials, and the evaluation, as well as facilitating contact between management and the educational provider. They may also need to pay for curriculum development for their specific needs, and many allow release time (full or partial) for employees to attend classes. A publicly-funded adult education agency offering a job-site literacy program would normally provide the teachers, materials for student assessment, and the expertise in setting up a job-site literacy program.

How Do We Develop Effective Workplace Literacy Programs?

This entire conference was built around a proposed model focusing on partnership agreements between business and industry and local adult education providers. While the providers are aided in reaching their target population and reducing recruitment costs, the company receives quality on-site instruction. It is wise for companies to pay the initial costs of job analysis and the development and/or adaptation of curriculum to ensure effective instruction, but the teachers' salaries for the actual instructional time are covered by state funding generated by student hours in class.

DEVELOPMENT MODEL

Please note that the model given below includes evaluation and feedback after each step, with the option of reassessing prior decisions in light of new information. As an example, the preliminary program goals and target audiences may be altered once a literacy audit is completed.


Establish joint planning and implementation team.
Develop preliminary program goals and target audience(s).
Agree on responsibilities of the partners.
Conduct the literacy audit.
Develop specific program objectives.
Design the curriculum.
Recruit participants.
Screen participants.
Select and train teachers.
Deliver instruction.
Evaluate and Provide Feedback

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Before the model can be implemented, the local adult education provider must identify companies interested in having on-site programs.

Selling the Concept/Identifying Partners

Selling the Concept: Identifying Workplace Literacy Partners

Sheila Acevedo, Palm Beach County; Joe Mathos, Dade County;
and Joseph McCoy, Orange County

The presenters described a variety of ways of identifying potential workplace literacy partners:

- Network with a variety of organizations for possible leads, such as:

  literacy groups
  private industry councils
  chambers of commerce

- Rely on the Business and Industry Services Unit within your school system to market workplace literacy programs as one of the many services they offer. Individuals with low levels of literacy may even be identified in the course of other training programs offered by Business and Industry Services. If they are working in partnership with you, the connection is immediate.
- Personally contact human resource development or personnel department managers.
- Develop or assist in the development of applications for vocational training grants which pay companies to train their employees.
- Use brochures, flyers, and advertisements. Samples from several counties can be found in the next section.

- Advertise your success! When a program works, try to get coverage in internal and external publications/media. Again, samples are provided at the end of this section. You might also arrange for a happy customer to speak at business functions, such as a chamber of commerce, or American Society for Training and Development (ASTD) meeting.
- Use a mailing list of human resource development officers in your service area.
- Use satisfied customers as references (with permission).

Cautions:

Make sure your marketer knows what you can and can't provide. Overly high expectations are difficult to overcome.

Don't rely too heavily on brochure mailouts. Sometimes they fail to generate a worthwhile response.

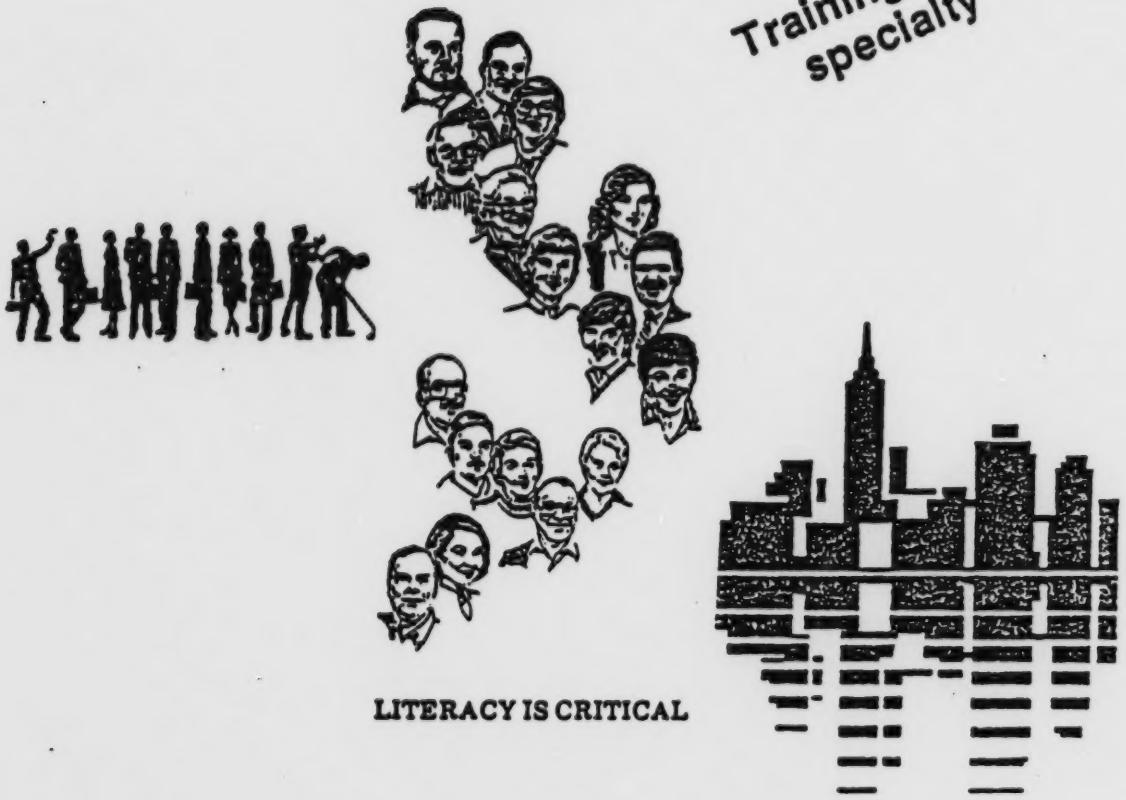
Sample Advertisements, Flyers, Brochures, and Promotional Materials

EDUCATIONAL PROGRAMS

AT

THE JOB SITE

Training is our specialty



LITERACY IS CRITICAL

Orange County Schools - Flyer

Orange County Public Schools

INDUSTRY SERVICES

When companies consider relocation or expansion, they look at the availability of trained workers as well as local training programs.

The following are some of the training programs operated by the Orange County Public Schools:

Business & Office Practices - computer software, certified professional secretary program, business communications

Industrial/Technical - electronics, assembly, drafting, lasers, sheet metal, welding, computer numerical control machining

Health & Safety - Florida Right-To-Know law, OSHA, CPR, first aid, fork-lift operator, wellness

Supervisory Management - effective supervisory techniques, stress management, time management

Professional Development - speed reading, coping with difficult people, business writing

Workplace Literacy - English for Speakers of Other Languages, Spanish, Adult General Education

In Orange County, Florida, the public school business and industry services training program is designed to give a quick response to industry expectations and requirements.

Business and industry representatives from the Orange County Public Schools have formed successful partnerships with over 350 businesses. The schools work with small as well as large firms and have designed programs for management, support staff and production workers. Training is flexible with programs offered before or after normal working hours or even during lunch. The offerings are not a series of packages. Each program is custom tailored to meet the needs of the business.

Some of our clients include: Walt Disney World, EPCOT Center, Martin Marietta Electronics & Missiles, U.S. Navy Training Center, City of Orlando, Orange County Government, Orlando Regional Medical Center, United Telephone Company, Sheraton Orlando.

For a course specifically tailored for your employees, call Joe McCoy, Business & Industry Training Senior Administrator at 423-9223.

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People In Progress

Making the right moves...

Improve your reading and math skills.

For more information, CALL:
Christy Harrison at x5405
Ed Haugabrook at x 5277
or Erma Dassie at 922-5343

TALLAHASSEE MEMORIAL

ALL CLASSES ARE FREE!

Brochures

Dade County Schools - Brochure Page 1 (Trifold)

A Brighter Future for your Company and your Employees

Adult Basic Education

G.E.D. Preparation

English for Speakers of Other Languages

Citizenship Education

Literacy Volunteers

Foreign Languages

Educational Enrichment Classes

Vocational Training Programs

The School Board of Dade County, FL
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Mr. G. Holmes Braddock
Dr. Rosa Castro Feinberg
Dr. Michael Krop
Ms. Betsy Kaplan
Mr. Robert Renick

Mr. Octavio J. Visiedo
Superintendent of Schools

Office of Vocational, Adult, Career, and Community Education
Dade County Public Schools
1450 NE Second Avenue
Miami, FL 33132
(305) 995-1942

Produced in cooperation with the Department of Information Services on desktop publishing

Educational Programs at the Work Place
for your employees

Office of Vocational, Adult, Career, and Community Education
Dade County Public Schools

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Work Place Literacy Educational Programs

Working Together

The work place programs of adult education offer a unique partnership between your business and Dade County Public Schools. After meeting with our representatives, classes will be arranged based on your company's needs. Generally, classes require a minimum of 22 participants.

How Your Company Will Benefit

Increasing educational skills of your employees will help your business:

- increase job safety
- increase job productivity
- increase upward mobility of workers
- increase employees' self-confidence and self-sufficiency
- decrease employee turnover
- decrease employee training time
- improve employee communication skills
- improve cross-cultural awareness and understanding

Classes Available

Adult Basic Education (ABE)
Concentrates on reading, mathematics and language skills.

G.E.D. Preparation (G.E.D. Prep)
Prepares students for The State of Florida High School Diploma (G.E.D.). Awarded when five subject area tests are passed.

English for Speakers of Other Languages (ESOL)
Provides language instruction specifically related to employment in listening, speaking, reading and writing.

Citizenship Education
Helps Non-U.S. citizens prepare for the naturalization examination.

Literacy Volunteers
Provide consultants to help develop a volunteer literacy program.

Foreign Languages
Trains employees in the language skills needed for their jobs.

Other Classes
Basic Skills for the Work Place
Educational Enrichment Classes
Vocational Training Programs

Your Company Commitment

- adequate class space
- program promotion
- company liaison to meet regularly with teachers
- reward for employee completing program (certificate, letter in personnel file, luncheon)
- consideration of paid release time as incentive for successful program completion

Cost

ABE, G.E.D. Prep, ESOL and Citizenship Education are offered free of charge. There will be a small charge for foreign languages. Fees are also charged for vocational training programs.

For more information, call

995-1842

Literacy and Adult Basic Education
Dade County Public Schools

Broward County Schools - Brochure Page 1 (Trifold)

Services For Your Company

Company survey -
a general needs assessment used to indentify educational requirements

Job Analysis -
a job specific audit that defines tasks in terms of skill requirements

Tutors -
trained volunteers are available to tutor students on an individual basis

Route To: _____

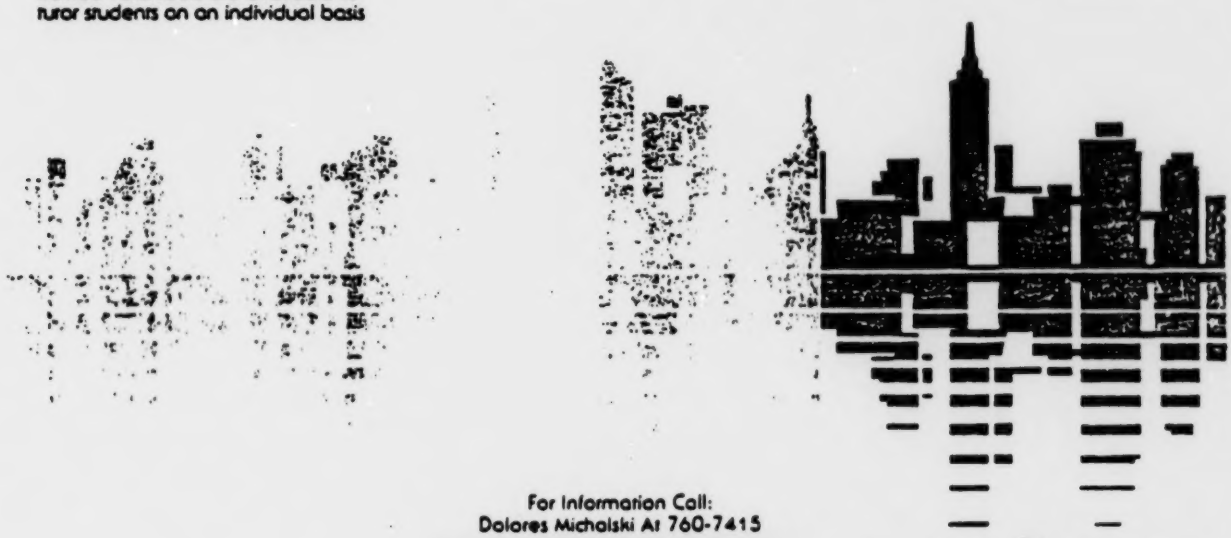
_____

NOTES

_____

Broward Applied Skills for Employment

A Workforce Education Program
Offered By
Adult and Community Education



For Information Call:
Dolores Michalski At 760-7415

"The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, handicap, national origin, marital status, race, religion or sex."

Broward County Public Schools

BASE

Broward Applied Skills for Employment is a comprehensive and flexible workforce education program that provides a variety of instructional and support services for adults.

Working in partnership with business/ industry, and civic groups, the program links educational services, personal development, and workforce requirements.

The plan enables adults to develop communication, academic, or enrichment skills needed for job performance, career mobility, and personal enhancement.

Benefits

Increased :
- Job Safety
- Productivity
- Upward Mobility of Workers
- Self-confidence and self-sufficiency

Decreased :
- Employee turnover
- Employee training time

Improved :
- Employee communication with co-workers, supervisors, and clients
- Cross cultural understanding

Costs

Registration Fee : $6.00

Instruction may be provided at no cost for some employees

ABE, GED, ESOL and Citizenship are offered free of charge

The GED test has a charge of $25.00 per student

There may be a small fee for foreign languages

Community Education and Lifelong Learning involve fees

Locations

Classes are held at the work-site, adult and community centers, and other convenient locations

Company Contribution

Adequate class space if classes are to be held at the work-site

Internal publicity about the program

Release time for employees

Company representative to meet with teachers in order to provide feedback

Programs

Adult Basic Education (ABE) :
Academic concentration on reading, mathematics and language skills

General Educational Development (GED) :
The State of Florida High School Diploma is awarded when five subject area tests are satisfactorily passed

English for Speakers of Other Languages (ESOL) :
Communication skills necessary to understand, speak, read and write English

Citizenship Education :
This class is designed to help non-United States citizens prepare for the naturalization examination

Lifelong Learning :
Classes are conducted to improve competence as a citizen and to enhance the quality of life.
Courses offered:
art, health, music, and parenting.

Foreign Languages :
Classes are designed to train employees and employers in the Spanish language skills needed in the workplace.

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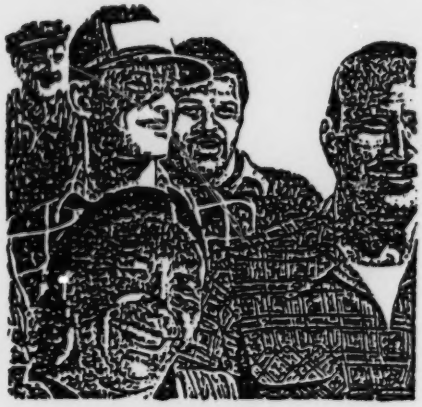
Orange County Schools - Brochure Page 1 (Trifold)

Educational Programs
Promise

A BRIGHTER FUTURE
FOR YOUR COMPANY



And
Build Employee Loyalty

For further information contact:

KATY BAUER
ESOL
Citizenship
Foreign Languages
Enrichment
Literacy

Tony Lagos
ABE
GED
Literacy Volunteers
Basic Skills

Dr. James L. Scholl
Superintendent

Joseph E. Stephens
Associate Superintendent
Postsecondary Vocational,
Adult and Community Education

ORANGE COUNTY PUBLIC SCHOOLS
P.O. BOX 271 ORLANDO, FL 32802 (407) 423-0266

EDUCATIONAL PROGRAMS
AT
THE JOB SITE

LITERACY IS CRITICAL

Orange County Public Schools' Job-Site Programs of Adult Education

The Job-Site Programs of Adult Education offer a unique partnership between your business and the Adult Education Department of the Orange County Public Schools. Relevant classes for employees will be provided on site.

Who benefits and how?

Increasing educational skills of employees will help your business:

- Increase job safety
- Increase productivity
- Increase upward mobility of workers
- Develop increased self-confidence and self-sufficiency among employees
- Decrease employee turnover
- Decrease employee training time
- Improve employee communication with supervisors, co-workers, and clients
- Improve cross-cultural understanding

Which educational programs can be offered at the job site?

Classes may be provided based on your needs in the following areas:

- **Adult Basic Education:** Academic concentration is placed on reading, mathematics, and language skills
- **GED Preparation:** The State of Florida High School Diploma (GED) is awarded when five subject area tests are satisfactorily passed
- **English for speakers of Other Languages (ESOL):** Language instruction specifically related to employment will include training in listening, speaking, reading, and writing
- **Citizenship Education:** This class is designed to help non-U.S. citizens prepare for the naturalization examination
- **Basic Skills for the Workplace:** Instruction tailored to your workplace needs using materials from the job as the core curriculum
- **Literacy Volunteers:** Consultants available to help you develop a volunteer literacy program at your work site
- **Foreign Languages:** Classes are designed to train employees in the language skills needed for their jobs
- **Educational Enrichment Classes**

What will be the company's commitment?

- Adequate class space
- Internal publicity about the program
- A company liaison to meet with teachers on a regular basis in order to provide programmatic feedback
- Reward for completion of a program (i.e., company certificate, letter in personnel file, luncheon, etc.)
- Half to full paid release time is incentive for employees in successful programs.

What is the cost?

- ABE, GED, ESOL, and Citizenship are offered free of charge
- The GED test has a charge of $25 per student
- There may be a small fee for foreign languages
- Educational Enrichment classes are fee-supported

How is a Job-Site Educational Program Implemented?

After meeting with a representative from Orange County Public Schools, classes will be arranged based on your company's needs. Classes generally require a minimum of 15 participants.

. . . the direct annual cost of illiteracy to the nation in lost industrial output and tax revenues was at least $20 billion.

(J. Kozol in Illiterate America, *1985)*

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BUSINESS

LITERACY

FROM PAGE 10

48 workers finish Pier 66 program to improve literacy

48 finish literacy program

By ELLEN FORMAN

Veronica Johnson now knows more about the finer points of the English language. Today, Altagrace Marcelus can read the names of products she uses.

"I spoke English, but not so much," Ilfida Prospere said. "Now, it's better."

The three housekeepers are among 48 graduates of a new workplace literacy program at Pier 66 Resort and Marina. The pilot program received high grades from hotel managers and Broward school officials on hand at a graduation ceremony on Thursday.

Workplace literacy remains one of the problem areas of adult education. Some programs fall short on relevancy for adults. Instructors aren't trained to work with students' managers, who can detect problems, praise efforts and reinforce what is learned in class. When classes are offered after work, employees who have family responsibilities and second jobs cannot attend. Pier 66 was aware of the pitfalls when it began investigating a workplace literacy program in June, said Dana Tesone, director of human resources. Like other hotels in South Florida, Pier 66 thought that basic literacy training was important to meet the needs of a service-oriented work force with a high percentage of foreign-born workers.

Tesone, who also teaches adults at Nova University's hospitality management program, knew the program had to be relevant to a diverse set of workers' needs. Many workers were well-educated in their native countries but were too busy earning a living and caring for children to learn English. Others were native-born Americans who could think and speak but couldn't read or write. Still others couldn't even sign their name.

"It never occurred to us that these were people who wanted to help their kids with homework, but can't," Tesone said.

Tesone approached the Broward Applied Skills for Employment program with specific curriculum ideas. Another surprise: Administrators were eager to work with him and director of housekeeping Liz Rosenman to tailor the program to Pier 66's needs.

BASE, which offers the workplace program free of charge, sent instructor Dorothy Alderman of the Gene A. Whiddon Adult Center to Pier 66. She learned the ins and outs of cleaning a room so she could teach students the right words, along with other life skills such as reading basic signs or a teacher's note.

For the program to work, top management at Pier 66 had to allow the program to take place on company time. That arrangement was possible because the hotel's housekeeping staff had boosted its productivity earlier last year, Rosenman said. Workers are now paid by the number of rooms cleaned rather than the hour.

Rosenman and Tesone think that the time saved through better productivity could be used to teach workers how to read, write and speak English — and, in turn, improve productivity even more. When they approached management with that concept, "it was an easy sell," Tesone said.

But the ultimate success of the program depended on the willingness of the workers to participate.

"The approach we took was to make it their idea," Tesone said.

Rosenman and Tesone asked students when they wanted classes. They chose first thing in the morning, when their minds were fresh. Alderman conducted the classes on-site, three days a week.

Supervisors made sure workers went to class, reinforced what was learned, and gave positive feedback to students. Several managers worked as teaching assistants in the class.

Only two of the 50 students who enrolled in August dropped out of the program, an unusually high percentage of completion, Tesone said. Some of the graduates plan to attend classes at Gene A. Whiddon on their own.

Tesone estimated that 200 out Pier 66's employees could bene from the class. Another group w begin classes next month.

Teacher Dorothy Alderman, second from right, hands out certificates to workers on Thursd

SEE LITERACY /20

Programs to improve minds *and* bodies

OCPS exercise classes make students fit and happy

Often people with busy lifestyles spend their free time feeling too exhausted to do anything but rest. However, research shows that participating in some type of exercise or physical activity can give a person more energy and reduce the tensions of a busy schedule.

"I take my aerobics class to relieve stress," says Yolanda Christenson, who is featured on the cover of the *Educator*. "Work can sometimes be so hectic, so for me, aerobics is a necessity. It's something I do for myself - it's great for my mind and body."

Christenson, who works for a local firm that deals with imports from Mexico, attends the aerobics classes offered at Winter Park Community School twice a week.

Exercise is an important part of her life because, as she says, "You have to take care of yourself."

Although there are many benefits to exercise, getting motivated to take the first step is often the most difficult part. The Orange County public school system makes that task a little easier by offering affordable fitness classes at many different locations.

In addition, Christenson praises her aerobics instructor, Michele Mignon, for making the class so enjoyable. "She really knows what she's doing - and she'll say less if we want a longer workout."

According to Christenson, OCPS fitness programs are topnotch. "You can't beat it - the price, the teacher, the workout, it's fantastic," she says.

Check the community school listings for classes in dance, aerobics, physical fitness, weight training and bodyworks. These programs are reasonably priced, as well as being conveniently located to home or work.

Frito-Lay helps employees acquire new literacy skills

Frito-Lay in Orlando is a national trend-setter in workplace literacy. Trainers, teachers, plant management and students have worked together for almost two years in the model program.

"Making potato chips is different today than it was when our plant first opened 25 years ago," said Irving Mathews, who managed the Orlando plant.

"We hired people when we first opened who had just the skills we needed," Mathews said. "Over the years, our requirements changed.

"Today we need people who can operate complex automated equipment and interpret technical manuals," he said.

The local plant decided to work with its employees to upgrade their skills by implementing a workplace literacy program.

In the program, workers are able to attend reading and math classes on company time.

Ann Jackson, an Orange County public school employee who teaches at the plant, uses the company benefits package and frying machine directions to get her students interested in reading.

Orange County teacher Diana Lapia works with math student Mary Louise Jones.

The students also examine items of interest in the news.

"One of the most exciting days of my teaching career was when one of my Frito Lay students told me he was voting on election day," said Jackson. "He told me he had never voted before and was simply thrilled with the idea."

The literacy program will continue under new plant manager, Dave Nicholson.

For information on workplace literacy, contact Industry Services at 422-3200, Ext. 523.

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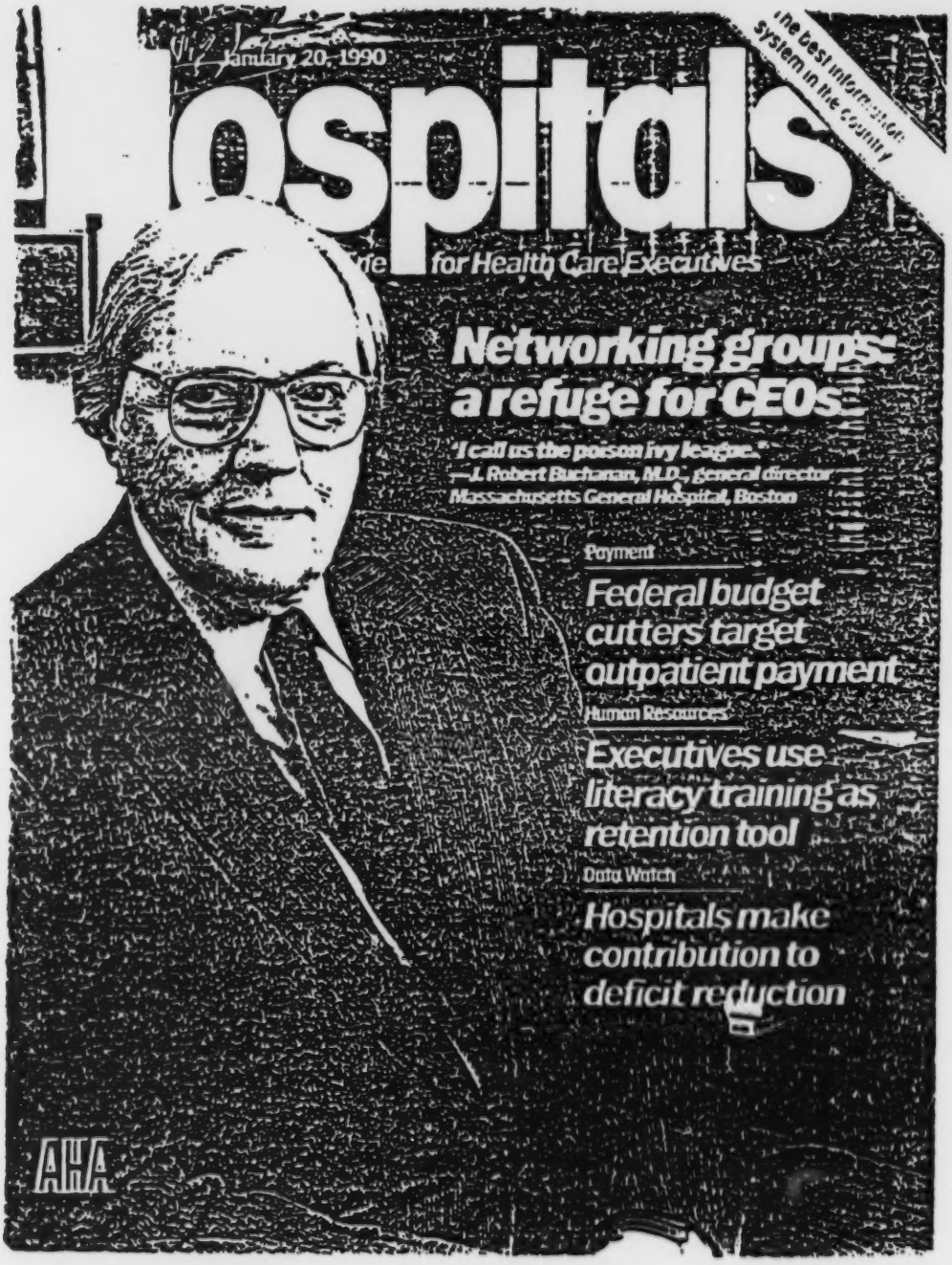
January 20, 1990
Hospitals
for Health Care Executives
Networking groups: a refuge for CEOs
"I call us the poison ivy league."
—J. Robert Buchanan, M.D., general director
Massachusetts General Hospital, Boston
Payment
Federal budget cutters target outpatient payment
Human Resources
Executives use literacy training as retention tool
Data Watch
Hospitals make contribution to deficit reduction
AHA

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Human Resources

Literacy crisis threatens hospital workforce

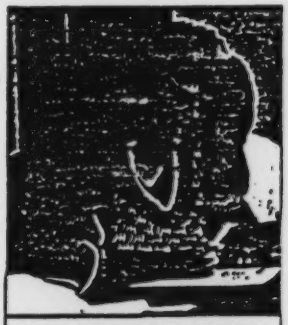
In the 1990s, there will not be enough qualified candidates to fill hospital job openings in areas such as housekeeping, security, and data processing, according to labor analysts.

This expected shortage of low-level and entry-level hospital labor has convinced some health care executives that they will have to "grow their own" qualified job candidates. As a result, more and more hospitals are offering basic training in literacy and workplace survival skills to current and potential employees.

"Hospitals need to pay attention to the skill levels of people at the entry level," says Emily Sachs, program director for the Institute for Corporate Education in New York City. "Traditionally, there hasn't been an emphasis on training these people. It's easier to train one manager than 50 line-employees."

Experts in the hospital human resource field also encourage a new focus on low-level employees' basic skills. "Hospitals have to be actively involved in literacy training issues because they can't rely on society to provide employees with the skills hospitals need," says Barbara Bloom Kreml, director of the American Hospital Association's Department of Human Resources, Chicago.

Sachs agrees. "Many people are not picking up the academic skills that used to be picked up in school. We see very real and serious skill deficiencies. A big institution such as a hospital is very dependent on the people who fill positions in transport or medical records, or who answer the phone."



Hospital-based basic education helps relieve the growing labor shortage among low-level and entry-level workers.

Tips for teaching basic skills
• Use the hospital workplace terminology to teach literacy skills.
• Make training stigma-free. Instead of calling it basic or remedial education, choose a name that reflects the greater skills and independence that it may lead to, such as "Upward Mobility" or "Person in Progress."
• Make classes accessible by offering them at convenient times and places.
• Make training affordable or free.
• Use volunteers from the hospital staff to serve as peer teachers or mentors.
• Support community, government, and business efforts to increase literacy skills of workplace readiness among young people—especially disadvantaged youth.
• Work with schools to develop training and education programs that teach students the specific skills needed by your hospital.
• In addition to literacy training, make sure to teach social and life skills that will give workers the maturity they need to succeed.

Changing needs. At the same time that a shortage of low-level workers is developing and basic skill levels are declining, entry-level hospital jobs have become more demanding and complex. "We're seeing more computerization in these jobs, as well as some basic changes in the way care is provided," says Sachs. Although these changes have simplified some tasks—such as taking a patient's temperature using a digital thermometer—they also require that low-level workers have new kinds of skills, she adds.

"We're seeing the need for more typing skills, confidence in operating a computer, more sophisticated reporting, and more abstract thought processes.

Strategy and benefits. Many hospital executives already feel the pinch in finding adequate low-skilled employees. However, some say that simply increasing recruitment efforts would be self-defeating. This strategy would only increase competition for workers and drive up labor costs, while doing nothing to improve retention of low-level employees.

"It costs $7,000 to recruit and hire an employee, so it's smarter if we look

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at retention, particularly of a long-term employee—you can't put a dollar value on employee commitment," says Stephanie Harvey, director of human resource development at Greater Southeast Community Hospital, Washington, DC.

The hospital is committed to offering basic education to employees because it benefits the hospital. "I don't see that we'll ever stop. When you're helping others you're helping yourselves," Harvey says.

The entry-level or low-level employee and the hospital mutually benefit from literacy training. Morale, job performance, workplace loyalty, and even self-esteem increase among participants of hospital-based basic education, says Ed Haugabrook, vice-president of general services for Tallahassee (FL) Memorial Regional Medical Center. With 2,400 employees, the medical center is the largest non-governmental employer in Tallahassee.

The hospital's five-month-old program, called "People in Progress," brings county board of education literacy classes and GED (high school equivalency degree) preparation classes to the hospital.

"I see a whole lot of improvement in self-esteem in those in the classes. Even dressing and grooming have improved," Haugabrook says. "And it's reduced turnover. When dealing with people working in jobs that are menial, you've got to motivate them."

Program design. Although businesses—such as the auto and computer industries—have recognized the need for innovative training programs for low-level employees, hospitals have been relatively slow to respond, Sachs says. But that's changing.

Hospitals have found they must be creative in developing training programs, because traditional career development and tuition reimbursement programs don't work for many entry-level employees.

When Patricia Haynes became the director of educational development at Sarasota (FL) Memorial Hospital in 1987, she helped create a professional staff development program. The program was initially designed to send employees back to school in fields critical to the hospital. But low-level employees could not qualify because they lacked basic skills needed to complete a higher degree.

In response, she formed an alliance between the hospital and the local vocational-technical schools to offer hospital employees basic literacy training and a GED course. This has helped employees gain the educational background needed to qualify for the professional training program.

Johns Hopkins Hospital, Baltimore, found that paying employees to attend classes is an effective incentive. Johns Hopkins is one of four hospitals participating in a pilot project sponsored by the U.S. Department of Labor to increase the literacy and employability of Baltimore's low-skilled residents.

The hospital pays for the time that its employees spend in classes. Employees can attend classes about three blocks from the hospital for a few hours a day, two or three times a week.

The four Baltimore hospitals participating in the pilot project are also working with the Institute for Corporate Education, New York City, to identify the exact skills needed in entry-level hospital jobs—such as housekeeper, admissions clerk, and nurses' aide. Once the hospitals know what skills people in these jobs must possess, basic education programs will be

Patricia Haynes and Liz Hower developed a literacy program for employees at Sarasota (FL) Memorial Hospital. The program offers employees basic literacy training and a GED course.

Emily Sachs, program director for the Institute for Corporate Education, New York City, has helped hospitals identify the minimum literacy skills needed for low-level jobs.

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designed to upgrade employees' skills.

Another innovative program at Sarasota Memorial Hospital seeks a better fit between the content of training programs and employee interest, says Haynes. The hospital bought a computer program that can identify an employee's interests and match them with specific hospital jobs.

Life skills. If employees cannot figure out how to budget, pay for child care, balance their checkbook, or sign up for medical insurance, their job productivity probably will be hampered. In response to this reality, some hospitals are offering life skills instruction as well as basic literacy training. "We need to help people along. This [life skill] has become a necessary part of the workplace," Haynes says.

Other forward-thinking hospitals have found that teaching neighborhood youths the work ethic is a crucial first step toward developing life skills for future employees. Hospitals that serve the depressed city areas often must dip into a local labor pool that does not have a strong work ethic, because residents of these areas tend to have little experience with formal employment, say administrators.

Joan Ford, the health career program coordinator at Brigham and Women's Hospital in Boston, has designed a program that targets local inner-city students in middle and high schools. The students earn academic credit and wages for their time spent learning about hospital work at Brigham and Women's. The diverse program includes an influential pen pal project for current hospital employees and the students.

"They can learn the work ethic: a lot of these kids just don't have it," Ford says. "At least we're letting them know what's out here—besides selling drugs or living in the projects."

Cooperation. As a result of their common problems, hospital representatives have joined with local private industry councils, welfare agencies, school districts, state task forces, and health care labor unions to find mutual solutions.

The task of filling the gap between what hospitals need from their low-level employees and what the labor force has to offer in skills might seem impossible; but basic education in the workplace can help, says Robert Norris, director of program development for the Consortium for Worker Education in New York City. The consortium serves as a fund-raiser, administrator, and coordinator for various New York hospital labor unions' education programs. The programs teach job-specific basic skills to union members, using courses designed by unions and hospital managers.

"Talk about what's relevant between the employee and the employer," Norris says. "Know what the workplace language really is. You don't need to go far. Listen to the Hispanic nurses' aides; they'll tell you what they need to do their job. They want to read the x-ray manual or a doctor's orders. It's not magic."

Future outlook. Hospitals that have ventured into basic education for their employees or potential employees say that drastic changes projected in the future labor force are driving their effort (see figure).

If these projections prove accurate, executives will increasingly find that more job applicants are illiterate, that newly hired entry-level employees do not possess basic communication and workplace survival skills, that low-skilled long-time employees are no longer suited for increasingly demanding hospital jobs, and that the increase in employees who speak English as a second language results in significant communication and cultural problems.—*Paula Eubanks* ■

Factors affecting the health care workforce

- About 80 percent of the net increase in the workforce between the years 1988 and 2000 will be minority, female, and immigrant workers.
- By the year 2000, immigrants will represent the largest share of the increase in the population and workforce since World War I.
- The relative education and skill level of new workers is declining.
- Hospital jobs at almost every level tend to be more complex and require greater language, math, and reasoning skills.
- The entire labor force is shrinking.
- Demand for health care workers is increasing.

Source: Workforce 2000: Work and Workers for the 21st Century, the Hudson Institute, Indianapolis, 1987 (Prepared for the U.S. Department of Labor)

Graphics by Brassfield

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Designing Partnership Agreements

Designing Partnership Agreements: Who Pays for What?
Tony Lagos, Sheila Acevedo, and Lucy Guglielmino

The importance of a clear understanding of what each partner will provide was emphasized and sample agreement forums were presented. Some of these are included at the end of this section.

Contributions typically provided by business and industry include:

- meeting space
- liaisons to work with the literacy provider
- agreement to adjust employee schedules and duties to permit them to attend class.
- partial or completely paid release time while employees are in class
- funding for initial literacy task analysis and curriculum development
- reimbursement for the cost of any instructional materials provided by the adult education agency
- award certificates and/or ceremonies for completers
- access to needed equipment, such as copiers, overhead projectors, etc.
- assistance in planning and conducting evaluation and follow-up.

Some adult education providers ask for a written indication of types of services an organization will be willing to provide as a part of an initial assessment questionnaire (see the example from Broward County in this section).

The cooperative effort in which the teachers' services can be provided by the adult education provider only works, of course, if there are sufficient students in a class. Ways for a program to be offered on a jobsite if there are not enough students to justify a teacher based on the state funding formula were presented. The most obvious is for the company receiving the instruction to pay the difference. The following handout, reprinted below, provides the details.

Alternative Financing of Workplace Programs

Key point: You may never charge more than the cost of the operation (or face an audit exception).

Basic formula:

1. Calculate cost of program delivery (administrative cost, teacher salary, supplies, etc.)

2. Subtract FTE generated.

3. The remainder is the corporate contribution.

Caution: Be sure to get approval of this process from your finance department before talking to companies about it.

Another alternative: Run the class through the community education program.

Samples of Assessment Instruments and Educational Services Agreements

Some providers use informal agreements successfully. Others develop formal, written agreements.

The following are examples of sample assessment instruments and educational services agreements used within Florida.

DADE COUNTY PUBLIC SCHOOLS

OFFICE OF VOCATIONAL, ADULT, AND COMMUNITY EDUCATION

AFFILIATING AGREEMENT FOR EDUCATIONAL SERVICES

This Affiliating Agreement is entered into this First

day of February, 19 91

by and between ARC Limited
Name of Organization/Business/Agency

hereinafter referred to as the Organization and The School Board of Dade County, Florida for Miami Skill Center
Name of Center

hereinafter referred to as the Center.

TERM OF AGREEMENT

The term of the agreement shall commence on March 1, 1991 and shall terminate on June 30, 1991

Description of what the Center will provide: A comprehensive Literacy Program focusing on reading:

1. Provide an assessment of the reading skills of target group.
2. Provide all instructional materials (at cost to employer).
3. Provide instructor (at no cost to employer).

Description of what the Organization will provide:

1. Provide an appropriate classroom at the workplace.
2. Reimburse the Dade County Public Schools the cost of instructional materials.

Cancellation

This agreement may be terminated by either party by giving thirty (30) days written notice.

Indemnification and Hold Harmless

The School Board covenants and agrees that it shall indemnify, hold harmless, and defend ABC Limited, during school hours, from and against claims, suits, actions, damages, or causes of action arising out of any exposures related to the actual educational process as a result of this Agreement, including, but not limited to, supervision, administration, and implementation of proper educational content.

At the same time, ABC Limited covenants and agrees that it shall indemnify, hold harmless, and defend the School Board, during school hours, from and against claims, suits, actions, damages, or causes of action arising out of the Physical Facilities, including, but not limited to, liability resulting from negligent maintenance of Physical Facilities and surrounding grounds.

Such mutual indemnifications will include any personal injury, loss of life or damage to property, and any orders, judgments, or decrees which may be entered hereon, and from and against all costs, attorney's fees, expenses, and liabilities incurred in and about the defense of such claim and investigation thereof to the limits of liability set forth in 768.28, Fla.Stat., as to the School Board, and to the limits of ABC Limited's insurance coverage which shall be in the amount of $1,000,000. In the event a claim or suit is brought against both parties where the nature of such claim or suit cannot

BROWARD COUNTY PUBLIC SCHOOLS
ADULT AND COMMUNITY EDUCATION
Workplace Literacy Program: Business Assessment of Needs and Resources

Company's Name_____
Address_____City_____Zip_____
Interviewee's Name_____Position_____
Phone Number_____

1. Please describe your company in terms of the following:
   a. Type of product or service provided:

_____
_____
_____

   b. Number of employees_____
   c. Employee demographics:
      i. Total number of males_____ females_____
      ii. Racial composition: White_____Black_____American Indian_____
      Hispanic_____Oriental_____Other_____
      iii. Number of employees who completed:
      Elementary (5-6 grade) _____
      Junior high/middle (8-9 grade) _____
      High school _____
      College _____

2. Identify the area(s) that negatively impact your company's fiscal growth:
   a. Job safety _____
   b. Decreased production _____
   c. Low morale _____
   d. High turnover _____
   e. Low job performance _____
   f. Decreased customer satisfaction _____

3. What do you perceive are the causes of these impediments?

_____
_____
_____

4. How have these impediments been identified?

_____
_____
_____

5. In your opinion, how can these impediments be addressed?

6. What overall goals can be developed to effectively reduce or eliminate these impediments?

7. In your opinion, what specific training is needed?

8. What mechanisms and incentives will be used to identify, recruit, and retain participants?

9. To what extent will you be able to monitor the accomplishments of the stated goals?

10. Please place a check mark by the items listed below that you will agree to provide:

a. An on-site facility for training _____

b. A flexible schedule to allow participants to attend training programs during their normal workday _____

c. A liaison to assist in monitoring the training programs and lend moral support to the participants _____

d. Needed equipment and materials (i.e. chalkboard, photocopying accessibility, flip charts, overhead projector, VCR, computers, and calculators _____

e. Assistance in disseminating the results of the project to the participants _____

f. An opportunity for our staff to return to conduct follow-up activities _____

WORKING AGREEMENT
BETWEEN

_____

AND
THE SCHOOL BOARD OF PALM BEACH COUNTY

The Florida Model Literacy Program Act of 1987, requires local school boards to enter into meaningful working agreements with local industries that have employees who are in need of literacy services. The purpose of these agreements is to maximize the use of existing local resources to reduce illiteracy in each county.

This working agreement is entered into between _____ _____ and the School Board of Palm Beach County, (hereinafter referred to as the provider) to provide adult classes at the Northern Telecom workplace.

I. _____ agrees to:

A. Provide a classroom with adequate space for 20 students per class.

B. Provide the classroom space on a schedule which is agreed to by both parties.

C. Provide space to store teaching materials.

D. Provide standard utilities including water, lights, heating, and air-conditioning.

E. Provide custodial and maintenance services.

F. Provide emergency telephone access.

G. Provide a contact person.

H. Provide teacher planning time for curriculum development specific to the needs of the industry at a rate of $17 per hour based on one hour of planning time for each 2 hours of teaching time.

II. The Provider agrees to:

A. Provide certified instructors for Adult Basic Education (ABE), General Education Development (GED), and/or English For Speakers of Other Languages (ESOL), as long as adequate numbers of students are enrolled.

B. Provide a substitute instructor in case of absence of the regularly assigned instructor.

C. Provide all materials and textbooks required for the class.

D. Provide a contact person.

III. Both Parties Agree to:

A. Inform and involve each other regarding publicity about the class.

B. Notify each other, one month in advance, if any unforseen conditions arise which would necessitate the closing of the class.

Participating Offices:

The School Board of Palm Beach County
Department of Adult and Community Education
3970 RCA Blvd., Suite 7016
Palm Beach Gardens, Florida 33410-4213
PHONE: 407/624-2300

This agreement is executed by the undersigned officials as duly authorized:

The School Board of
Palm Beach County, Florida
Dept. of Adult & Community
Education

Nell Lucas, Director

Literacy Task Analysis

Literacy Task Analysis
Jorie W. Philippi

A thorough literacy task analysis is at the core of any good workplace literacy program. The following materials highlight important steps and resources for this process. The following excerpts from Literacy at Work are copyrighted materials, reprinted with permission.

Analyzing Literacy Requirements for Job Tasks

To gather information about the critical job tasks identified by the advisory panel, you will need to carry out several activities. The core activity will be to conduct a series of **Literacy Task Analyses (LTAs)** with competent workers. These are special observations and interviews, held simultaneously whenever worksite conditions are conducive. LTAs provide curriculum writers with opportunities to obtain data about the skill applications that competent workers use to perform job tasks. During LTAs curriculum writers question workers about how they apply literacy skills and thinking strategies to tasks. In this way, the writers get information about the nature of the thinking processes used by competent performers of the tasks and the situations in which the tasks occur. LTAs allow curriculum writers to collect the **processing and contextual information** needed to develop instruction. For this reason LTAs should form the core of your investigatory activities.

processing information:

thinking strategies used by competent workers while applying literacy skills to the performance of specific tasks.

contextual information:

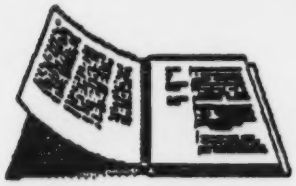
actual tasks and job situation details necessary for creating realistic instructional scenarios.

To prepare for conducting LTAs you should:

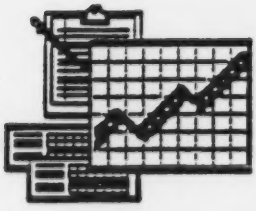
- **Schedule times for job-site visits with competent workers through supervisors or managers.** Ask supervisors or managers to arrange for you to observe and interview up to three competent workers per critical job task as they perform the task. Each LTA should require spending from 20 to 45 minutes with each worker.

Philippi, Jorie W. Literacy at Work: The Workbook for Program Developers Part III: Gathering Information. c1991, Simon & Schuster Workplace Resources. New York, New York.

- **Request and review job descriptions and requirements for the positions of the workers you will interview and observe.** Supervisors, training managers, and personnel directors are good sources for these materials. Try to get similar information for job titles directly under and above those you will analyze for critical job tasks. This enables you to determine the sequence of skills and what additional skills are necessary for competent performance after promotion to advanced positions.



- **Request and preview available training materials, manuals, job aids, and so on, used by the workers you will interview and observe.** Training managers and supervisors are good sources for these materials. Note the kinds of content the materials contain, the various formats used to present information, and the difficulty levels of text and technical concepts. This preview establishes some familiarity with the materials; it helps you formulate questions to ask during the LTAs about the frequency of use, processes for accessing information, and the uses for information the materials contain during task performance.



- **Familiarize yourself with some of the literacy skill applications you are likely to find embedded in the performance of critical job tasks.** These include skill applications such as locating information in manuals and determining its relevance to a job task need, reading and interpreting gauges, using information organization patterns to read computer screen displays, translating information into a particular format and entering it accurately onto a form, writing summary statements by deleting and combining key ideas, drawing conclusions, formulating questions, interpreting symbols, and so on.

Philippi, Jorie W. Literacy at Work: The Workbook for Program Developers Part III: Gathering Information. c1991, Simon & Schuster Workplace Resources. New York, New York.

Common Workplace Literacy Skill Applications:

On the next few pages you will find listings of literacy skills commonly embedded in the performance of job tasks. These literacy skill applications represent a working list of the author's conclusions drawn from extensive Literacy Task Analyses performed on more than 500 different job tasks across numerous and diverse occupations over the past decade. The listings are not meant to be interpreted as a definitive taxonomy or check list of skill applications for workplace literacy; rather, they are meant to serve as a framework for curriculum developers who conduct Literacy Task Analyses in the workplace.

The listings are offered as suggested guidelines to identify functional context skills and clusters of skills. Although these skill applications have been identified by the author as being present over time in numerous job categories and may indeed be "portable skills" that, once learned, can be applied to new job situations, there is no conclusive research that confirms their transferability across jobs.

These listings should be used as background information for building awareness of the types of skill applications to watch for while conducting Literacy Task Analyses. They address broad applications of the three traditional areas of basic skills, i.e., reading, writing, and computation. Because these listings present *applications* of skills, their functions as problem-solving, decision-making and learning-how-to-learn strategies are implicit. Additional areas to consider while conducting LTAs include listening skills, oral communication skills, and interpersonal skills used for teamwork, leadership, and negotiation. It is expected that you, the program developer, will refine and expand the contents of the listings.

Philippi, Jorie W. Literacy at Work: The Workbook for Program Developers Part III: Gathering Information. c1991, Simon & Schuster Workplace Resources. New York, New York.

Applications of Reading Skills Found in the Workplace

Vocabulary:
•Recognizing common words and meanings, task-related words with technical meanings, and meanings of common abbreviations and acronyms.

Literal Comprehension:
•Identifying factual details and specifications within text, following sequential directions to complete a task, and determining the main idea of a paragraph or section.

Locating Information Within a Text:
•Using table of contents, index, appendices, glossary, systems or subsystems.
•Locating pages, titles, paragraphs, figures, or charts needed to answer questions or solve problems.
•Skimming or scanning to determine whether or not text contains relevant information.
•Cross-referencing within and across source materials to select information to perform a routine.
•Using a completed form to locate information to complete a task.

Comparing and Contrasting:
•Combining information from multiple sources that contribute to the completion of a task.
•Selecting parts of text or visual materials to complete a task.
•Identifying similarities and differences in objects.
•Determining the presence of a defect or extent of damage.
•Classifying or matching objects by color, size, or significant marking.
•Distinguishing between relevant and irrelevant information in text or visuals.

Recognizing Cause and Effect; Predicting Outcomes:
•Using common knowledge for safety.
•Applying preventative measures prior to task to minimize problems.
•Selecting appropriate course of action in emergency.

Using Charts, Diagrams, Schematics:
•Reading two- or more column charts to obtain information.
•Locating chart information at intersections of rows and columns.
•Cross-referencing charted material with text.
•Applying information from tables or graphs to locate malfunctions or select actions.
•Using flow charts and organizational charts to sequence events, arrive at a decision, or problem solve.
•Identifying components within a schematic.
•Isolating problem components in schematics, tracing to cause of problem, and interpreting symbols.
•Identifying details, labels, numbers, parts of an illustration, parts from a key or legend.
•Following sequenced illustrations as a guide.
•Interpreting three dimensional drawings of objects for assembly or disassembly.

Inferential Comprehension:
•Determining meaning of figurative, idiomatic, or technical usage of terms, using context clues as reference.
•Making inferences from text; organizing information from multiple sources into a series; interpreting codes and symbols.

Philippi, J.W.1988 Matching Literacy to Job Training: Some Applications from Military Programs. Journal of Reading, Vol. 31, No. 7, pp.658-666. Newark, DE: International Reading Association.

Philippi, Jorie W. Literacy at Work: The Workbook for Program Developers Part III: Gathering Information. c1991, Simon & Schuster Workplace Resources. New York, New York.

Applications of Writing Skills Found in the Workplace

Production :

- Writing key technical words accurately on forms
- Spelling task-related words and abbreviations correctly.

Information Transfer (in a single step or from one source) :

- Entering appropriate information onto a form.
- Recording essential information that involves more than one sentence.
- Recording essential information in phrases or simple sentence form accurately and precisely

Information Transfer (in multiple steps or from more than one source) :

- Transferring numbers, codes, dates, figures from equipment or written sources onto appropriate sections of forms.
- Writing a report including necessary support documentation or classification.

Information Translation :

- Writing brief, descriptive accounts of activities or transactions performed.
- Outlining a situation by identifying key ideas and supporting details.
- Summarizing essential details for a written communication, using a problem-solving or news-writing heuristic.
- Selecting relevant details for a written communication.
- Stating general impressions of an event or situations as they relate to specific reporting goals.
- Summarizing events and precise dialogue in an accurate, complete, and objective manner.
- Summarizing the major points presented in a written communication.
- Generating a written communication according to a specific format (e.g., memorandum, telex, or letter).

Information Extension or Interpretation :

- Identifying objectives, intent, target audience, and all essential and supporting details of a written communication.
- Generating a written communication, arranging events sequentially.
- Writing brief justifications for actions taken and providing good reasons for rejecting alternative actions.
- Appraising a written communication and making adjustments to improve clarity.

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Philippi, Jorie W. Literacy at Work: The Workbook for Program Developers Part III: Gathering Information. c1991, Simon & Schuster Workplace Resources. New York, New York.

Applications of Computation and Mathematical Problem-Solving Skills in the Workplace

Performing Whole Number Operations

- Reading, writing, and counting single and multiple digit whole numbers to complete a task or subtask.
- Adding, subtracting, multiplying, and dividing single and multiple digit numbers to complete a task or subtask.
- *Using addition, subtraction, multiplication, and division to solve problems with single and multiple digit whole numbers.
- *Rounding off single and multiple digit numbers to complete a task or subtask.

Using Fractions

- Reading and writing common fractions to complete a task or subtask.
- *Adding, subetracting, multiplying, and dividing common fractions to solve problems.

Using Decimals

- Carrying out arithmetic computations involving dollars and cents.
- Reading and writing decimals to one and more places to complete a task or subtask.
- *Rounding off decimals to one and more places to complete a task or subtask.
- *Adding, subetracting, multiplying and dividing decimals to one and more places to solve a problem.

Using Percents

- Reading, writing, and computing percents to complete a task or subtask.

Performing Mixed Operations

- *Converting fractions to decimals, percents to fractions, fractions to percents, percents to decimals, common fractions or mixed numbers to decimal fractions, and decimal fractions to common fractions or mixed numbers to complete a task or subtask.
- *Solving problems by selecting and using correct order of operations.
- Computing averages, ranges, or ratios.

Measurements and Calculation

- *Reading numbers or symbols from time, weight, distance, and volume measuring scales.
- *Using a measuring device to determine an object's weight, distance, or volume in standard (English) units or metric units.
- *Performing basic metric conversions involving weight, distance, and volume.
- *Using a calculator to perform basic arithmetic operations to solve problems.

Estimations

- *Determining if a solution to a mathematical problem is reasonable.

[* indicates skills directly involved with using problem-solving strategies or interpretation.]

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Philippi, Jorie W. Literacy at Work: The Workplace Program Developers, Part III: Gathering Information. c1991, Simon & Schuster Workplace Resources, New York, New York..

A Typical Job Task

Select a simple, typical job task which <u>you</u> do regularly in your job. Describe the task by providing the information asked for below. Provide as much detail as possible. Your task may involve all or only some of the sub-tasks asked about here.

Task Name: _____

Task Description: (Describe the task in general, stating its purpose and desired outcome.)

_____

_____

_____

_____

List of print materials: (List the printed resources you use to help you complete this task -- e.g., forms, reference manuals, books, notes, etc.)

_____

_____

_____

List of writing sub-tasks: (If applicable, list the writing tasks you do in order to complete this task-- e.g., summaries to write, forms to fill in, memos or notes, etc.)

_____

_____

_____

List of math sub-tasks: (If applicable, list any math required to complete this task.)

_____

_____

_____

On a scale of 1 to10, how important is competent performance of this task to:

- **being hired for the position** ___
- **overall operations** ___
- **promotability** ___

Performance Plus Learning Consultants, Inc.

SAMPLE LITERACY TASK ANALYSES FORMAT

Position: Quality Assurance Inspector/Technician
Job Task: Checking for Product Errors

JOB SUBTASKS	LITERACY (BASIC SKILLS) TASKS
1. Trouble-shoots all component operations at end of assembly line (untimed); makes minor repairs.	1.1 Following procedural directions.
	1.2 Locating information/parts.
	1.3 Compare/contrasting (detecting errors).
	1.4 Sequencing alternatives.
	1.5 Predicting outcomes.
	1.6 Prioritizing actions (decision-making).
2. Locates information in manuals (wire diagrams, schematics, tables of specifications).	2.1 Locating information (relevant/irrelevant).
	2.2 Reading schematics and diagrams (isolating and tracing components).
	2.3 Reading 2+ -column charts (using intersecting lists).
3. Checks noise levels, operation of unit (levels of input and output and switches).	3.1 Reading gauges (reading fractions and decimals, interpreting measurements).
	3.2 Compare/contrasting (actual w/ specifications).
4. Writes up errors on form, entering correct information in appropriate locations on form, and summarizes actions taken to correct any detected errors.	4.1 Locating information (designated areas on form).
	4.2 Translating information to a written specific format.
	4.3 Entering information on form correctly.
	4.4 Writing summary statements of actions taken(paraphrasing).

(Basic concepts/knowledge required to perform task: DC/AC current; small electrical repairs; basic electronics. Tools required to perform task: solder gun; small elecrical repair tools; test equipment; oscilloscope.)

Philippi,, J. W. 1989 Technology Transfer Evaluation Report. Appendix C, pg.16, Washington, D.C.: National Alliance of Business and U. S. Department of Labor.]

SAMPLE LITERACY TASK ANALYSIS

TASK: Calculating CD Interest

JOB SUBTASKS:	LITERACY (BASIC SKILLS) TASKS:
1. Answer phone call. Scenario: Employee- Good Morning, ABC Bank. May I help you? Caller- Yes, I'm Mary from Norcroft Banking Center. I have a customer with a question. The customer wants to know how much interest she will receive at maturity on a $10,000. CD. It's a 181-day CD, with an interest rate of 7.7%.	1.1 Recognize work-related vocabulary: • CD (Certificate of Deposit) • interest rate • maturity 1.2 Formulate questions: • What is the nature of the request? • Do I have enough information to complete the task? (Yes) • What information do I need to write down? - amount of CD - length of CD - interest rate
2. Write down on a phone message sheet the items $10,000, 181 days, 7.7%.	2.1 Determine and write down: - amount of CD ($10,000) - length of CD (181 days) - interest rate (7.7%)
3. Excuse self to calculate interest; walk to filing cabinet with binders of interest rates.	3.1 Recall which binder contains interest rate tables and where they are located.
4. Open binder and scan top of page, looking for appropriate interest rate label.	4.1 Formulate questions to find the correct table: • What is the interest rate of this table? • Is this the one I need to use? - if no, is it higher or lower than this number? - if higher, turn to next page - if lower, turn back a page. - repeat until correct table found. 4.2 Compare interest rate on phone message sheet to interest rate at top of page.

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SAMPLE LITERACY TASK ANALYSIS, CONTINUED

5. Read phone sheet to see what the life (cycle) of the CD is. (181 days)	**5.1** Skim phone sheet for cycle of CD
6. Locate number on table that matches the cycle of CD with which you are working.	**6.1** Scan top of page for heading. # DAYS. **6.2** Scan down lefthand column for 181 days. **6.3** Compare cycles to make sure correct one has been located.
7. Look at numbers in same row in next column to right. This is the interest factor. You see that 7.7% for 181 days has a factor of .03891702.	**7.1** Skim row for interest rate factor. **7.2** Write down interest rate factor.
8. Calculate interest rate (on adding machine). Insert numbers: $10,000 x .03891702 = $389.71 Write down interest due at maturity.	**8.1** Recall the formula for obtaining total interest: • amount of CD x interest factors = interest due at maturity. **8.2** Apply formula to situation. **8.3** Write down interest amount on phone sheet.
9. Walk back to phone and say: For a $10,000 CD held for 181 days at 7.7% interest, the interest due at maturity is $399.17.	**9.1** Summarize and repeat information to caller.

Materials collected:

- copies of phone message sheets: 1 filled in with information, 1 blank
- copies of pages 77, 78 from Accumulative Interest Factors.; 8-column tables

Philippi, Jorie W. Literacy at Work: The Workbook for Program Developers. c1991, Simon & Schuster Workplace Resources. New York, New York.

Sample Interview Questions

Figure 5

BACKGROUND
What is your title and job description?
How long have you been in this job?
How did you learn this job?
What special training did you have for this job?
How important is reading, writing and math to the successful completion of your job?
What do you find is the most challenging part of your job?
What is the most important part of your job?
What could go wrong if you didn't do this part of your job correctly?

LITERACY TASKS
Will you please show me the books, manuals, forms or charts you read in order to do your job?
Which of these is hardest to read?
How often do you use this manual (chart, form, etc.) in doing your job?
If you were training a new person to do this part of your job, what would he have to know before you could teach him/her?
What would a new person find most challenging about learning your job?
What reports, memos, summaries or other written messages do you read or write in your job?
What math or science skills do you use in your job?
What technical equipment do you use in your job?
What special measuring tools do you need to read to do your job?
What computer equipment (or computerized machines and tools) do you use in your job?

TRAINING AND PROMOTABILITY
In which parts of your job would you like to improve?
What skills would you need to learn in order to be promoted to a different or better job?
Are you currently being trained (or are you training someone new) to do this job?
What is most difficult about the training you are in now?
How has your job changed since you first started it?
Do you expect to be going back to school or training in this or another job?
Will you please show me the training manuals and exercises which are most difficult for you?

PROBLEM SOLVING (METACOGNITION)
Explain what information you are looking for when you read this manual (form, chart, etc.)
Tell me, step by step, how you get information from this manual (etc.).
Tell me, step by step, how you got the information when you were new on the job.
Show me how you know....
Explain in detail...
How did you know to do that?
How did you learn that part of your job?
What do you do first, second, third, etc.
What do you do if you don't find what you are looking for the first time?
Where else could you go for this information?

Excerpted from Drew, R. and Mikulecky, L., How to Gather and Develop Job Specific Literacy Materials for Basic Skills Instruction, Spring, 1988. Developed for the Work Education Bridge Project, funded by the Indiana Commission on Vocational and Technical Education. Used by permission of the authors.

Curriculum Development/Adaptation Based on Literacy Task Analysis

Jorie W. Philippi

Ideally, the same person who does the literacy task analysis should do the curriculum development and adaptation.

In workplace literacy instruction, it is important to teach processes rather than content. Refer again to the applications of reading skills, writing skills, and computational and mathematical problem solving skills in the workplace that are listed in the previous section.

The processes found necessary in the job analysis can be taught using workplace materials. If the reading skill of skimming and scanning is necessary, for example, a manual used in the workplace would be ideal to use in the instruction. Although greater familiarity with the contents of the manual may result, teaching the content is not the goal of the instruction. Teaching the process of accurate and effective skimming and scanning is the instructional goal, because the manual itself may change within a short period of time. The skill of completing forms can be taught using forms from the job or from the benefits package. Lower-level forms for those who are at more basic reading levels are readily available in published literacy materials.

The remainder of this section will include materials on:

- a model for developing functional context curriculum
- information on scheduling program development activities
- a sample time line for a 40-hour workplace literacy program
- and, a sample literacy task analysis paired with literacy skill applications.

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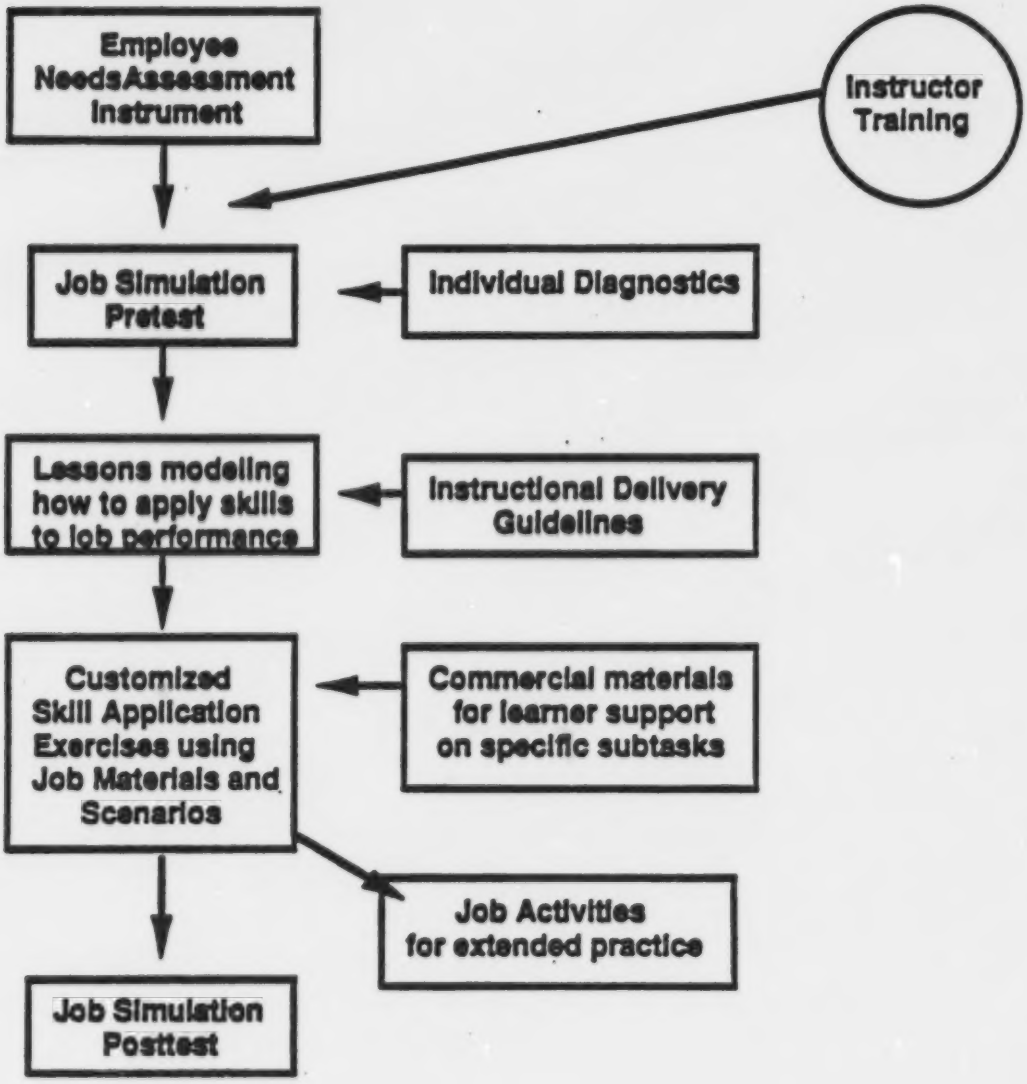
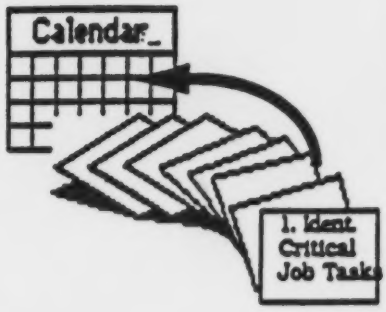
Developing Functional Context Curriculum

A well-designed functional context curriculum contains the following components:


Employee NeedsAssessment Instrument
Instructor Training
Job Simulation Pretest
Individual Diagnostics
Lessons modeling how to apply skills to job performance
Instructional Delivery Guidelines
Customized Skill Application Exercises using Job Materials and Scenarios
Commercial materials for learner support on specific subtasks
Job Activities for extended practice
Job Simulation Posttest

Philippi, Jorie W. Literacy at Work: The Workbook for Program Developers Part IV: Designing Instruction. c1991, Simon & Schuster Workplace Resources. New York, New York.

Scheduling Program Development Activities



After you have become familiar with the essential steps of program development and the key players you need to contact, you are ready to begin scheduling activities.
To prepare a shcedule for program "deliverables," you need to estimate the the length of time and requisite staff resources for the development process. The schedule also enables you to calculate the costs of program development. These costs are useful in determining program cost benefit analysis.

The information on the next page illustrates a recommended timeline for developing a 40-hour course for workplace literacy. Other than the variables of writing time for instructional materials and delivery time for instruction, the estimates given will apply to most programs of different lengths.

PLEASE NOTE:

- Estimated times required to complete activities have been listed in staff days, or partial staff days, so that actual program development costs may be derived by plugging in your organization's time and staff costs for the program.

- Employer in-kind costs for program delivery vary too greatly to be accurately presented in the example. For instance, a non-unionized southeastern manufacturer with a labor force of 1600 employees provided a 40-hour program on total clock-time to 65 assemblyline operators who work for an average of $6.00 an hour. Wages, overtime, and impact on productivity totaled over $72,000. In contrast, a unionized manufacturer in the Midwest with a labor force of 4,000 employees plans to offer a 40-hour program on total clock-time to 60 workers who work for an average of $26.00 an hour. Wages alone will total almost $149,000. For this reason, only estimation guidelines are given.

Philippi, Jorie W. Literacy at Work: The Workbook for Program Developers Part II: Making Plans. c1991, Simon & Schuster Workplace Resources. New York, New York.

Sample Time Line Estimates for a 40-hour Workplace Literacy Program

	Activity	Staff	Staff Days
Week 1	Identify critical job tasks:	Program director	1.00
	Notify participants;	Personnel director	.25
	Plan, schedule, conduct meeting.	Training manager	.25
	Evaluate outcomes:	Program director	3.00
	1. Notify participants;	Personnel director	.25
	Plan, schedule, conduct meeting to set goals.	Training manager	.25
	2. Create data collection instruments.		
Week 2	Conduct Literacy Task Analyses:	Program director	3.00
	Schedule observations;	Curriculum writer(s)	3.00 each
	Conduct observations and gather materials;	Training manager	.50
	Review and document notes.	Competent employees (4 tasks x 3 workers)	.15 (x 12)
Week 3	Plan and Develop Curriculum:	Program director	2.00
	1. Form and notify advisory panel.	Curriculum writer(s)	2.00 each
	Plan, schedule, conduct mtg.	Advisory panel members	.25 each
	2. Develop instructional unit plan.		
Week 4-6	Curriculum writing:	Program director	3.00
	Prototype lessons; needs assessment instrument.	Curriculum writer(s)	10.00 each
Week 7	Conduct needs assessment:	Program director	2.00
	Schedule assessment.	Instructor(s)	2.00 each
	Administer, score, interpret CLOZE tests to employees.	Training manger	.25
	Curriculum writing:	Program director	2.00
	Ongoing materials development	Curriculum writer(s)	5.00 each
Week 8	Scheduling recruitment/instruction	Program director	5.00
	Meeting to set goals,make plans;	Instructor(s)	2.00 each
	Instructor training session;	Training manager	.25
	Presentation to employees	Employees	.15 each
	Curriculum writing:	Curriculum writer(s)	5.00 each
	Ongoing materials development.		
Week 9-19	Delivery of instruction:	Instructor(s)	1.00 each wkly
	2-hr classes 2x per week.	Program director	1.00 per wk.
		Employees	.50 each wkly
	Evaluating outcomes:	Program director	3.00
	Class observations and interviews; surveys	Instructor(s)	3.00 each
Week 20-22	Evaluating outcomes:	Program director	10.00
	Data analysis and interpretation; Report writing.		

Philippi, Jorie W. Literacy at Work: The Workbook for Program Developers Part II: Making Plans. c1991, Simon & Schuster Workplace Resources. New York, New York.

Some things to notice:

- Evaluation activities are sprinkled throughout the timeline; they are not an end-of-project or add-on component.

- 200 hours of instructional development time was allotted for a 40-hour course. This includes time for analyzing the results of LTAs and collected workplace materials, designing a lesson-by-lesson instructional blueprint, constructing tests, revising curriculum based on feedback from the advisory panel and field try-outs, and reproduction of learner materials. This leadtime can be reduced by spreading the development tasks among more staff members.

- Communication time between key personnel, i.e., arranging meetings, giving feedback, should be accounted for in your timeline. Anytime staff members or employees are not engaged in their regular activities, but assisting with the workplace literacy program in some fashion, their time is an in-kind donation by the employer and should be considered in budgeting program costs.

Philippi, Jorie W. Literacy at Work: The Workbook for Program Developers Part II: Making Plans. c1991, Simon & Schuster Workplace Resources. New York, New York.

LITERACY TASK ANALYSIS

Position: Line Operator/Assembler
Job Task: SPC Charting

- II operators-- rotate positions hourly to prevent repetitive motion injuries.
- SPC position checks 5 components each hour out of the 200-300 produced per hour; must record and classify daily defect errors, monthly defective parts, machinery and material tolerance, and model numbers.

Job Subtasks	Literacy Skill Applications
Torque test:	
1. For each component, set torque meter to zero, mount component on stand, torque and measure the pressure, and record meter reading on the SPC chart.	1.1 Read and interpret increments on gauge (to .001, lbs./sq.in.) 1.2 Follow procedural directions. 1.3 Enter meter readings accurately onto form in numerical format.
2. Compute and record average and range for 5 readings. (Use hand-held calculator.) Enter information on SPC chart.	2.1 Use calculator to compute average and range for readings, i.e.,whole number addition, subtraction, division. 2.2 Double-check number of entries, using memory function key.
3. Plot average and range on SPC graph.	3.1 Locate reference points on graph. Read and interpret incremental measurements on graph. 3.2 Plot information accurately on graph. 3.3 Interpret symbols and technical abbreviations.
4. Determine whether or not graphed information is within acceptable range. Continue production if ok; call maintenance and shut down line if not.	4.1 Interpret plottings; read graph; compare/contrast; drawing conclusions; decision making; 4.2 Oral communication.
5. Examine and disassemble defective components (outside of tolerance control limits). Determine errors and decide if human error or parts defect. Record error type and correct human errors.	5.1 Follow procedural directions. 5.2 Determine defects; compare/contrast; cause/effect. 5.3 Troubleshooting. 5.4 Technical vocabulary use. 5.5 Making inferences. 5.6 Entering information accurately onto forms.
Percent of Defects Chart:	
6. Enter daily totals for production and defects on form.	6.1 Using multiple sources of information. 6.2 Reading charts and forms. 6.3 Transferring information accurately onto forms.
7. Compute percent of defects for shift. (Uses calculator to compute and rounds off to tenths.)	7.1 Read and apply formulas (percent). 7.2 Whole number and decimal operations to .01. 7.3 Rounding off to .1.
8. Compute weekly and monthly totals and enter onto form.	8.1 Whole number operations with calculator to compute totals, i.e., addition. 8.2 Enter information accurately onto forms.

Philippi, Jorie W. Literacy at Work: The Workbook for Program Developers Part IV: Designing Instruction. c1991, Simon & Schuster Workplace Resources. New York, New York.

Evaluation of Workplace Literacy Programs

Jorie W. Philippi

This section includes the following information:

- the context-input-process-product-evaluation model
- data collection activities
- and a timeline for data collection activities.

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Developing Workplace Literacy Programs: What Works, Why It Works, and How to Do It

The Context-Input-Process-Product Evaluation Model

Functional context workplace literacy programs are perceived to be a means for upgrading employee thinking strategies and basic skills in order to remain competitive in an global economy. However, no employer wants to invest in a "pig in a poke;" employers want to know what causes programs to be effective and which programs have proven to be most successful. Employers also want to know how programs will affect their bottom line prior to agreeing to participate in them.

Each workplace literacy program designed in response to company needs is unique because no two organizations have exactly the same set of critical job tasks to be addressed by instruction. For this reason, evaluation of workplace literacy programs needs to measure program effectiveness independently, that is, by comparing each actual program to its stated goals, rather than comparing it to other programs. Additionally, workplace literacy programs should be viewed as an integral part of training-- a long-term investment in building a highly skilled workforce. Ongoing programs require evaluations that emphasize recommendations for making improvements, rather than statements of final outcomes and conclusions. Such evaluations are said to be more "formative" than "summative" in nature.

One evaluation model for measuring programs independently and for emphasizing formative program recommendations is the CIPP, or Context-Input-Process-Product model. Originally put forth to evaluate reading programs, (Stufflebeam & Guba, 1971), the CIPP model provides a means for clarifying program goals and objectives, observing whether or not they have been achieved, and producing information that can be used by program decision makers to improve a program's capacity to achieve its goals.

Evaluation activities for investigating program effectiveness should attempt to examine program data from several points of view in order to corroborate findings. For example, participants can provide information about their instructional progress and movement toward achieving personal goals; supervisors can provide data on job performance improvement of participants; and management can provide data on program impact and cost benefits. Data collection forms and methods can include interviews, observations, surveys, and participant scores from curriculum exercises and tests.

Reporting the results of evaluation activities requires an awareness of who will read and use the collected information that has been assembled and interpreted. Every effort should be made to ensure objective presentation of data, arrival at logical conclusions, and formulation of useable recommendations for program improvements.

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The Evaluation Model:

The Context-Input-Process-Product (CIPP) program evaluation model described herein has been used to evaluate numerous workplace literacy programs across the country. The model structures program examination by posing a series of research-type questions in each of the four areas addressed:

1. **Context**- To what extent are the goals and philosophy of the program shared by key program personnel and learners?

2. **Input**- What resources were available to the program during development and implementation, and to what extent were they used effectively?

3. **Process**- To what extent were observed program development and instruction congruent with program goals and research on instructional effectiveness?

4. **Product**- To what extent are there indicators of program effectiveness and potential for continuation and/or expansion?

Within each of the four areas of investigation set forth in the CIPP model, the following subsets of questions should be addressed by the evaluation activities and data collection instruments:

Context:
- How have the goals of program instruction been defined?
- Is there a clear written statement to which all participants, instructors, and key program personnel subscribe?
- What are the beliefs about workplace literacy promoted by the program?
- Are those beliefs documented and accepted by those who are part of the program?
- Are those beliefs supported by current theory and research?
- Is there a clear statement of program operational objectives that delineates how instruction is to occur at different phases of the workplace literacy program?
- Is the workplace literacy program, as defined, compatible with the needs and characteristics of the participants and of the company it serves?

Input:
- Are the workplace literacy program materials consistent with its philosophy and stated goals?
- Are adequate materials available for all phases of the workplace literacy program?
- Do the workplace literacy instructional materials work? Are

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Developing Workplace Literacy Programs: What Works, Why It Works, and How to Do It

they stimulating, interesting, easy-to-use, and cost effective?
- Do the workplace literacy materials and instructional techniques accommodate the literacy levels of the program participants?
- Are instructors adequately trained to implement all phases of the workplace programs?
- Are effective suport services readily available to participants who need them?
- Is the learning facility planned and equipped to support the workplace literacy program?
- Is the workplace literacy program record-keeping system complete, simple, and efficient?

Process:
- Are current records of routine program activities in the workplace literacy program maintained and do these activites reflect stated goals?
- What is each participant's current progress, instructional activities, and learning needs?
- Are the workplace literacy program instructional decisions and activites generally consistent among instructors who have similar responsibilities or who serve the needs of similar participants?
- Are participants in the workplace literacy program making the progress that was anticipated? How is this determined?
- How much time is spent in instruction with workplace literacy program participants in whole group, small group, individual formats?
- Are the workplace literacy resources planned for use actually being used?
- Is there a need for additional resources not initially planned for?

Product:
- Are participants learning skill applications according to the workplace literacy program's definition of skill need for participant performance of critical job tasks?
- Do program participants continue to use skill applications after they leave class?
- Do program participants apply new learning to performance of critical job tasks?
- Do program participants view the skill applications they have learned as having utility?
- Is each participant acquiring the skill applications for critical job tasks as identified in Literacy Task Analyses? Is progress satisfactory? Has job performance on critical tasks improved?
- Can the company determine cost benefits derived from workplace literacy program instruction?

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Data Collection Activities:

By areas of the model listed above, the following evaluation activities should be conducted for gathering information on each workplace literacy project:

Context (goals):
- Structured interviews with site CEOs and training managers (and comparable union personnel, if present)
- Structured interviews with instructors
- Focus groups or individual structured interviews with learners
- Pre- and post-program surveys administered to learners

Input (resources):
- Observation and evaluation of facilities in which program is conducted
- Analysis of the curriculum to determine its instructional quality and credibility (i.e., methodology espoused, activities, content, formatting, etc.)
- Analysis of instructor training and inservice support (contents and process of delivery)
- Examination of qualifications of key program personnel

Process (program development and delivery):
- Classroom observations (1 or 2 per site)
- Analysis of curriculum development process (i.e., how well does curriculum incorporate identified job tasks and results of Literacy Task Analysis to meet employer and employee needs

Product (outcomes):
- Analysis of pre- and post-program participant surveys
- Analysis of participant curriculum pre- and posttest scores
- Analysis of supervisor pre- and post-program performance appraisals for participants
- Cost-benefit analysis using management-selected indicators

Timeline for Data Collection Activities:

A timeline for scheduling the above activities for each project should be as follows:

Near the beginning of the project:
- employer (and union personnel) interviews
- identification of indicators for cost-benefit analysis

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After the project is underway:
- curriculum analysis
- instructor training
- collection of company performance appraisals for learners
- examination of qualifications of key program personnel, i.e., curriculum writer(s), instructors(s)

Midway through course delivery:
- instructor interviews
- learner focus groups or interviews
- classroom observations
- beginning of collecting of instructor anecdotal reports on content uses by learners outside of class, i.e., in the workplace or in everyday life activities

Post-course:
- analysis of pre- and post-program participant surveys
- analysis of participant scores on curriculum pre- and posttests
- analysis of supervisor pre- and post-course participant performance appraisals and department impact surveys
- conducting of cost benefit analysis

Evaluation products should include a written summative report at the end of each program cycle and two written interim reports throughout the program, with additional reports or information being forwarded to the program director as needed or requested. All data collected during the program evaluation becomes the exclusive property of the program sponsors.

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Developing Workplace Literacy Programs: What Works, Why It Works, and How to Do It

Evaluation

Sample Forms for Workplace Literacy Programs

SUPERVISOR RATING OF POST-PROGRAM PARTICIPANTS

WORKPLACE BASIC SKILLS TRAINING PROGRAM

Entry date:_____

PARTICIPANT PRE-TRAINING SURVEY

Post-Program Participant
Survey Sheet

For office use only

Exit Date:_____

Occ. Code:_____

Sample Instructional Session Observation Sheet

Time	Instructor Activity	Participant Activity
5 min.		
10 min.		
15 min.		
20 min.		
25 min.		
30 min.		
35 min.		
40 min.		
45 min.		
50 min.		
55 min.		

Make special note of:
1. Group and individual work
2. Group problem-solving
3. Materials being used
4. Evidence of diagnosis and monitoring of progress.
5. Developmental approaches
6. Instructor/Learner ratio

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WORKPLACE BASIC SKILLS
TRAINING PROGRAM For office use only

Entry date:_____

PARTICIPANT PRE-TRAINING SURVEY Exit Date:_____

Occ. Code: _____

I. Personal Information

Social Security No. ___-__-____ Employee Badge No._____

Name _____
(Last) (First) (Middle Initial)

Current Address:_____
(Street and Number)

_____ _____
(City) (State) (Zip Code) (County)

Telephone number:_____ Birthdate:_____
(Month) (Day) (Year)

1. What is your age group?

____ 16-18yrs. ____ 19-25yrs. ____ 26-35yrs. ____ 36-50yrs. ____ 51-65yrs. ____ 65+yrs.

2. What is your ethnic group?

1.__White 2.__Black 3.__Indian 4.__Hispanic 5.__Other

3. What is your gender? 1.__Male 2.__Female

II. Employment Information:

4. Are you now employed? 1.__Yes 2.__No

5. What company do you work for? _____

6. How long have you worked for this company?

____ Less than 1 yr. ____ 1-2 yrs. ____ 3-5 yrs. ____ 6-10 yrs. ____ more than 10yrs.

7. What is your job title? _____

8. How long have you worked in this job title? _____
(beginning date)

9. What other jobs have you held with this company?

1. _____ From: _____ To: _____
2. _____ From: _____ To: _____
3. _____ From: _____ To: _____

10. What other kinds of jobs have you held?

JOB TITLE	DATES	COMPANY
_____	_____	_____
_____	_____	_____
_____	_____	_____

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11. What kinds of machines, equipment, tools have you used on the job?

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

III. Training & Education Information:

12. Have you served in the military? 1.__Yes 2.__No

13. What kinds of job training have you had? (Please list below)

1._____
2._____
3._____
4._____

14. What is the last grade you completed in school?

___ below 8th ___ 8th ___ 9th ___ 10th ___ 11th ___ 12th

___ GED ___ 1 yr. college ___ more than 1 yr. college

15. Have you earned any college degrees?

1.__Yes 2.__No 3. __Associates 4.__Bachelors 5.__Masters

16. Which of the following are <u>your</u> reasons for attending this training? (You may mark up to three answers.)

__a. To improve my job performance.
__b. To qualify for future job postings.
__c. To gain experience with test taking skills.
__d. To further my education.
__e. To meet personal goals.
__f. To find out more about this training.
__g. To become more active in company training programs.
__h. Other_____

17. Which way do you BEST like to get information about something you need to know more about? (Please mark only one answer.)

1. __Read about it.
2. __Listen to presentations or talks about it.
3. __Have someone show and tell you about it.
4. __Other (describe) _____

18. Did you <u>choose</u> to take this training? 1.__Yes 2.__No

19. What do you expect to get from this training? _____

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Post-Program Participant
Survey Sheet

Directions: Please answer each question below. The information you give will be used to evaluate and help improve the course materials you have used.

I. Background information:

1. How long have you worked at this company ? _____

2. How long have you done this kind of work ? _____

3. How long have you worked in your present position? _____

4. What is your job title? _____

5. What is your age? _____

6. What is your sex? _____ Male _____ Female

II. Course Information:

7. What can you do now that you couldn't do before taking this course?

_____

_____

_____

8. How many classes have you attended so far ?

_____classes.

9. Has this course helped you meet or work toward any of your personal goals? _____ Yes _____ No

(If you checked yes, please answer the next part of the question)

In what way? _____

_____

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10. Circle one number in each row across to show how you would rate each item.

Example:

I love country music 5 4 3 2 1 I can't stand country music

How would you rate this program?

Very interesting to me 5 4 3 2 1 Boring to me

Very useful to me on the job 5 4 3 2 1 Totally useless to me on the job

Much too difficult for me 5 4 3 2 1 Much too easy for me

Very useful to me outside of work 5 4 3 2 1 Totally useless to me outside of work

Exactly what I expected 5 4 3 2 1 Not at all what I expected

How would you rate the materials?

Hard to learn and confusing for me 5 4 3 2 1 Easy to learn and simple for me

11. Would you recommend this course to a co-worker or friend?

____ Yes ____ No

Why or why not? _____

_____

_____

12. If you could change anything about this program, what would it be?

_____

_____

_____

Thank you for taking time to help evaluate this course. Your answers will be very useful in trying to make it better.

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Supervisor's Signature

Today's Date

SUPERVISOR RATING OF POST-PROGRAM PARTICIPANTS

Name of employee you are rating:

Badge # of employee you are rating

In your opinion, now that the initial course has been completed, how would you rate its effects on this participant that you supervise? Circle the number that shows how you feel.

JOB ATTITUDE:

5	4	3	2	1
Greatly improved	Somewhat improved	The same	Somewhat worse	Much worse

Please give an example:_____

QUANTITY OF WORK:
(Program hours missed not included)

5	4	3	2	1
Increased above 100%	Increased some	Stayed the same	Decreased some	Decreased a lot

QUALITY OF WORK:

5	4	3	2	1
Very high accuracy	High accuracy	Meets requirements	Some errors	Many errors

ATTENDANCE: (Other than Program hours)

5	4	3	2	1
Greatly improved	Somewhat improved	Stayed the same	Somewhat worse	Much worse

JOB KNOWLEDGE:

5	4	3	2	1
Works independently	Needs less supervision than before	Stayed the same	Needs more supervision than before	Needs constant supervision

- Has the employee asked about other job positions or announcements since the program? ____ If yes, what? _____
- With all other things being equal, on the next status report would you recommend a pay increase for this employee after the program? _____
- With all other things being equal, would you recommend this employee for a company job advancement after the program? _____

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SUPERVISORS' EVALUATION OF PROGRAM EFFECTS ON THEIR DEPARTMENTS

Supervisor's Name : _____

Today's Date: _____

- How many employees in your department participated in the program? ____

- In your opinion, now that the initial course has been completed, how would you rate its effects on this participant that you supervise? Circle the number that shows how you feel.

PRODUCTION:

5	4	3	2	1
Greatly increased	Somewhat increased	Stayed the same	Somewhat decreased	Greatly decreased

QUALITY:

5	4	3	2	1
Greatly improved	Somewhat improved	Stayed the same	A few more errors	Many more errors

FUTURE PLANS:

After completing the program, when new technical equipment or training comes to your department, do you think your employees will be able to handle it

Better The same Worse

Of the employees in your department who participated in the program, how much team-building do you notice as a result (that is, greater cooperation or problem solving among your employees?

5	4	3	2	1
A lot	Some	Same amount as before program	Little	None

Since your employees participated in the program, do you feel that your job as a supervisor has become:

5	4	3	2	1
Much easier	Somewhat easier	Same as before	Somewhat more difficult	Much more difficult

Please give an example: _____

- If your company plans to continue to have employees participate in similar programs in the future, what would you recommend to improve the way the program is run?

- Based on the effect that the program has had on the employees from your department who participated, would you recommend additional employees to the program? _____
  Why or why not? _____

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Performance Plus Learning Consultants, Inc. 7869 Godolphin Dr., Springfield, VA 22153
(703) 455-1735 FAX 703-455-5957

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Program Do's and Don'ts

Workplace Literacy Programs: Do's, Don'ts, and Positive Directions

Jorie Philippi, Sheila Acevedo, Joe McCoy, and Lucy Guglielmino

Do's

- Do customize, customize, customize! Build into your plan time for literacy task analysis and curriculum adaptation and design based on that analysis.
- Do use a functional context approach - teaching functions that can apply to a wide range of jobs (such as seeking specific information from a manual by skimming and scanning).
- Do collect data on cost benefit-analysis. It's a great evaluation tool and a selling point for your next program.
- Do begin with a small pilot program so you have time to work out the "bugs."
- Do set manageable program lengths (10 weeks, perhaps). Longer programs lead to high dropout rates.
- Do try to run programs during natural company downtimes, if there are any. The more you can accommodate to the company's culture, the greater chance of success.
- Do invest in the development of teachers. Make sure your instructors are properly oriented and trained. (An obvious prerequisite!)
- Do secure a firm organizational commitment to the program at the highest possible level of the organization.
- Do network with experts when you face problems.

Don'ts

- Don't be bashful about asking for company contributions, especially for funding of literacy task analysis and curriculum development time. Time spent in ensuring that the program will be appropriate for their employees is a major benefit to the company.
- Don't just take existing programs into the workplace without any adaptation.
- Don't promise more than you can deliver. But whatever you do, do well, and be clear about what you will be able to deliver.
- Don't decide it's so big that you can't begin. Use a pilot model and start small. Remember Winston Churchill's comment:

  "It is better to do something than to do nothing while waiting to do everything."

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Appendix

Bibliography ofWorkplace Literacy Resources*

*This bibliography is reprinted from Workplace Literacy: A Resource Book by Lucy Madsen Guglielmino and Valerie C. Bryan. Boca Raton, Fl: Florida Atlantic University Adult Education Office, 1990.

ANNOTATED BIBLIOGRAPHIES OF RESOURCES

TRENDS AND JUSTIFICATION FOR WORKPLACE LITERACY

Adult Literacy and Technology National Conference. (1988, July 27-31). Pittsburgh: Pennsylvania State Univ., Univ. Park. Inst. for the study of Adult Literacy. (ERIC Document Reproduction No. ED 298291)

This document provides advance information on the symposia, workshops, and presentations of a conference, the purpose of which was to teach about new techniques and methodologies for applying technology as a solution to adult illiteracy. Brief summaries are provided of the content of the symposia, workshops, and presentations. Representative topics include the social and economic importance of literacy in the workplace, literacy strategies in the military, teaching the teacher to use technology, using hypermedia in adult literacy programs, teaching reading with a computer, using telecommunications to provide literacy training, combining literacy and employment training for women, creative uses of computers with adult literacy students, interactive video disc and workplace literacy training, using readability-calculations. @BIBLIO = Baar-Kessler, M. (1984, May). An analysis of the concepts of "literacy" and investigation of the role of the Fortune 500 companies in literacy training. Master thesis, Rutgers, The State University of New Jersey. (ERIC Document Reproduction No. ED 246390)

A study was conducted to obtain information about the involvement of the private sector in creating literacy programs for employees. Specifically, it examined the extent to which selected Fortune 500 companies were involved in literacy training and the extent to which materials and methods used were relevant to specific job tasks. An analysis of data gathered from the 57 respondents indicated that almost one-quarter of them offered some type of literacy course for their employees. The programs offered seemed to be developmental--geared toward skills improvement and making workers more efficient--rather than remedial--geared toward reteaching skills that should have been learned in school. Several companies offered speed reading programs. Most programs, however, were in the area of writing. One-third of the respondents expressed the feeling that the schools had not adequately prepared their employees for job literacy demands. Overall, the results indicated that there is a small amount of activity in the area of company sponsored literacy training, and little likelihood that this activity will increase in the near future. (The questionnaire used in the survey is appended [in the original document].) (FL)

Bear, D. R. and others. (1987, June). Project TACL: A team approach to community literacy. Literacy needs assessment. Reno: Nevada Univ. College of Education. (ERIC Document Reproduction No. ED 291057)

Noting that adult illiteracy is a problem in Nevada, this report assesses adult literacy programs and needs for the State of Nevada by examining the issues and surveying state funded and volunteer literacy programs as well as all public school districts. An executive summary presents (1) the extent of the illiteracy problem; (2) ramifications of the problem as it affects employers and employees; (3) the effectiveness of existing volunteer programs and existing programs; and (4) long- and short-range goals for Nevada's literacy program. The first section gives perspective on the difficulty Nevada should expect in estimating and serving adult illiterates. The second section provides illiteracy estimates for Nevada county by county. The third and fourth sections address the charge to study existing programs with a national perspective provided, followed by the survey results. The fourth section summarizes what is known about the relationship between economic and employer needs and literacy. The report closes with a series of specific recommendations, some related to action and some to broad

concepts. Three pages of references and five appendices, which include population parameters, sample survey questionnaires, and recommendations, are attached [in the original document]. (NH)

Berney, K. (1988, October). Can your workers read? Nation's Business, 26-28, 30, 32, 34.

Highlights serious problems that educational deficiencies of the current labor force are posing for businesses and the economy. It identifies companies that are addressing concerns. It outlines a procedure for companies to rectify the present situation in workplace literacy.

Bryant, I. (1983, November). Some aspects of educational needs of long- term unemployed adults. Programmed Learning and Educational Technology, 20 (4), 213-23. ERIC Document Reproduction No. EJ 295493)

Describes a study of long-term unemployed adults in central Scotland who were informally interviewed to allow for more complete exploration of circumstances which prevented them from obtaining educational assistance. The difficulties of ascertaining their educational needs and the implications for adult education delivery systems are discussed. (Author/MBR)

Business Council for Effective Literacy. (1987, April 4-5). Colleges and Literacy. BCEL Newsletter for the Business Community, 11, p. 1. (ERIC Document Reproduction No. ED 300543)

The role of higher education institutions may be changing as the public becomes increasingly disquieted by the enormity of the adult illiteracy problem. Recognizing the need to help growing numbers of semiliterate freshmen catch up, colleges and universities have set up centers to provide basic skills programs, counseling, and other services. Community colleges are veterans in serving out-of-school adults who are not necessarily college bound. They are the second largest provider of basic skills instruction in the nation, outranked only by the federal Adult Basic Education programs operated through the public schools. Experts predict that during the next decade or so responsibility for adult basic education (ABE) will shift predominantly to community colleges. Providing literacy instruction for adults is totally consonant with the mission of community colleges--to expand educational opportunity. Some colleges and universities are being drawn into basic skills provision through the federal College Work-Study Program, a component of which trains students to work as tutors in community literacy programs. Increased attention to adult literacy in higher education is also evident from basic and applied research activities developing on numerous college campuses around the country. A study has also recommended that higher education focus its efforts on teacher training to prevent illiteracy. (YLB)

Business Council for Effective Literacy (1987, January 4-6). Literacy in a new language. BCEL Newsletter for the Business Community, 1 (10), 1. (ERIC Document Reproduction No. ED 300542)

Immigration and the role of English are issues very much on the minds of Americans. "English-only" laws in California and elsewhere have ironically not included provisions for funding English-language instruction. Nationwide, the demand for classes far exceeds the supply. A survey shows that 37 percent of illiterate adults do not speak English at home and that up to 86 percent of non- English speakers who are illiterate in English are also illiterate in their native languages. Furthermore, the limited English speaking segment of the population is growing in size and in importance. Up to one-third of those added to the ranks of limited-English speakers every year are not new immigrants, but the products of U.S. schools. Usually, literacy is thought of as the reading and writing skills required by persons who already speak English; indeed, many English speakers use the spoken language alone to "get by." English-as-a-Second- Language (ESL) experts consider the development of listening and speaking skills a prerequisite for learning to read and write for limited English speakers who do not know how to listen to, comprehend, and utter the spoken language. Major funding and service paths include the Adult Basic Education Program, Refugee Assistance Agencies, the Department of State, vocational education programs, voluntary organizations and libraries, community-based organizations,

migrant programs, and business and industry. Given the scale of the problem, the major funding responsibility must reside in the public sector. (YLB)

Carnevale, A. & Johnson, J. (1989). Training America: Strategies for a nation. Alexandria, VA.: American Society for Training and Development.

Report on a joint project completed by the National Center on Education and the Economy and the American Society for Training and Development. The report analyzes, in depth, the job training programs offered by schools, vocational and technical institutes, colleges, the military, apprenticeship programs, employers, public agencies, and others. The report contains 28 recommendations for reshaping the current national delivery system that will help to make the changes needed for workplace literacy needs to be met.

Coles, G. & Coppel, L. (1982). Literacy, CETA, and unemployment: coming up empty. Urban Education, 17 (2), 199- 212, (ERIC Document Reproduction No. EJ 266629)

Analyzes low literacy levels among Comprehensive Employment and Training Act (CETA) applicants in New Brunswick, New Jersey. Discusses how cutbacks in CETA funding will adversely affect to decrease illiteracy among unemployed, low-income, urban adults. (GC)

Collaborative partnerships in Maryland to reduce adult illiteracy. (1987). Washington, D.C.: National Inst. for Work and Learning. (ERIC Document Reproduction No. ED 290958)

A study examined existing collaborative activities between private or public employers and Adult Basic Education (ABE), General Educational Development (GED), and English as a second language (ESL) programs in Maryland's 24 local education agencies. Information was gathered directly from 16 ABE administrators (including 4 community college administrators and 1 prison education coordinator), 5 community-based organizations and literacy networks, and 9 employers. The information gathered indicated that collaborative partnerships can be beneficial to public and private sector organizations alike. One apparent major impediment to the expansion of current partnerships is that employers are often unaware of literacy education needs in their current work force and among individuals likely to become future members of their work force. The fact that ABE programs often lack the staff and financial resources needed to disseminate information about the availability and benefits of adult literacy and specialized training courses imposes a further obstacle to the expansion of partnerships. These obstacles can be overcome by (1) establishing a broadly based advisory committee, (2) developing employer interest in literacy, (3) expanding initial contacts with employers, (4) encouraging employer involvement through internal and external activities, and (5) doing more in the way of assessing the results of collaboration. (Appendixes include summaries of major pieces of federal legislation supporting adult literacy programs, the survey instrument, the study contract, a contract, a brochure on adult literacy programs in Maryland, and the names and addresses of employers and organizations involved in adult literacy education.) (MN)

Conklin, N. F. & Reder, S. (1985, November). Changing channels: A guide to functional literacy for the automated workplace. Portland, Oregon: Northwest Regional Educational Lab. (ERIC Document Reproduction No. ED 264395)

For annotation see Resources for Workplace Literacy

Duggan, P. (1985). Literacy at work. Developing adult basic skills for employment. Education-economic development Series 2. Washington, D.C.: Center for Regional Policy. (ERIC Document Reproduction No. ED 289985)

This volume is part of a series that is designed to promote stronger ties between the educational resources in the Northeast and Midwest and the economic development process. The discussion identifies steps that business, education communities, and public policymakers can take to define literacy standards and raise basic competency levels in reading, writing, and mathematics. It argues that

programs to improve literacy can also increase employment and productivity in the economy. The first chapter looks at the dimensions of the literacy problem in the United States, including the particular case of dislocated workers. Chapter 2 describes some responses of employers to illiteracy. Recommendations are made for actions by company officials. Chapter 3 groups actions that schools and public agencies can take in two categories: improve the assessment capacity and increase the flexibility of educational institutions. Recommendations are listed. Chapter 4 discusses state and federal responses to the problem. A bibliography is appended [to the original document]. (YLB)

Fields, E. L. (1986, September). Industry-based programs: A growing source for adult literacy development. Lifelong Learning, 10(1), 7-9. (ERIC Document Reproduction No. EJ 339686)

A project reviewed and classified adult literacy skills needed in industry and described nine industry-based literacy programs. The topology of such programs (direct/indirect; individual/group) provides a framework for analyzing industry perceptions of literacy needs. (SK)

Goldberg, L. & others. (1985, July 1). Literacy, employment and the California economy: A study and recommendations for policy and program for the California literacy campaign. Oakland, CA: Goldberg (Lenny) and Associates. (ERIC Document Reproduction No. ED 263918)

This examination of the relationship between illiteracy and the labor market in California describes in general terms the effects of widespread illiteracy on employers, the unemployed, employees, and the California economy. It discusses current programs which address the lack of basic literacy skills in the labor market, and identifies some of the elements that contribute to successful programs. Finally, the report contains a number of policy and program suggestions directed particularly toward the state library policy and local public library literacy programs, focusing on how their current efforts can relate more strongly to employment and the labor market. Completed in a 2-month period, the study gathered and organized currently available information in order to define the range of the problem; to assess services which were currently offered, extensive telephone interviews were conducted. Major sections of the paper comprise: (1) Defining the Illiteracy Problem as It Relates to Employment; (2) Current Literacy Delivery System as It Relates to Employment and Job Training; and (3) Suggested Policies and Strategies for Literacy and Employment, with Particular Focus on the Public Library Program. (THC)

Governor's Cabinet Council on Human Investment, Adult Literacy Task Force. (1988, March). Countdown 2000: Michigan's action plan for a competitive workplace. Lansing, Mich.: Michigan Governor's Office. (ERIC Document Reproduction No. ED 299453)

Although Michigan has one of the best trained work forces in the nation, the skill gap between what the marketplace needs and what its workers can offer is continuing to widen. Michigan must develop an adult training and education system that is customer driven and customer sensitive, emphasizes shared responsibility of stakeholders, empowers individuals to invest in themselves, is user-friendly, and is accountable. The following actions are thus needed: (1) adopt a new work-readiness goal and work force literacy definition to drive all adult training and education programs; (2) establish a professionally staffed public/private policy board to oversee the new training system; (4) develop a standard skills assessment tool to use with program participants; (5) foster joint investments and encourage individuals and the public and private sectors to form training partnerships; (6) create a human resources research and development institute to evaluate labor force needs and schools' responses to them; (7) provide formal training and technical assistance to training providers; and (8) initiate a public information/marketing campaign to promote the new system. The four chapters of this report address, respectively, the skill gap, the skills challenge, the skill- building system, and the skill-building strategy. Appendices provide interview findings, summary of state training and educational programs, examples of joint investments, and a bibliography. (MN)

Hays, R. R. (1986). Relationships between literacy level and job- related reading self concept (employment status, income level, age, and gender). Dissertation Abstracts International, 47, 11A, 4038. (Publication No. AAC 8703640)

This study investigated relationships between literacy level and global self concept, employment status, income level, age and gender among students enrolled at a vocational technical college. The contribution of a subset of job-related reading self concepts to the multiple correlation was also examined.

Method. The study sample consisted of 100 students in related education courses at Indiana Vocational Technical College, Region VI, Muncie, Indiana. Subjects responded to three instruments and a demographic questionnaire. The Literacy Assessment Battery (Sticht, 1982) provided literacy levels, the Tennessee Self Concept Scale (Fitts, 1964) yielded global self concept, and the Hays Job-Related Reading Survey (Hays, 1986) indicated job- related reading self concepts.

Piloting of Hays Job-Related Reading Survey. Reliability and construct validity were sought using responses from a sample (N = 200) closely comparable to one selected for the study. An analysis revealed four interpretable factors: (a) Positive Employee Self, (b) Perceived Limitations of Self, (c) Perceived Importance of Further Occupational Literacy, and (d) Perceived Value of Company Notices. Further analysis yielded coefficient alpha reliabilities of r = .69 to r = .86.

Results. Significant relationships were found between literacy level and the following: (a) Global Self Concept ($r = .20$, $p < .4$); (b) Global Self Concept when combined with Perceived Limitations of Self, a factor from the Hays Job-Related Reading Survey ($r = .56$, $p < .000+$).

Conclusions. Both Global Self Concept and Perceived Limitations of Self were significantly related to Literacy, both singly and in combination. The "best" (most efficient) predictor of Literacy Level could be gained by Perceived Limitations of Self alone.

Recommendations. Additional research with adults is needed to confirm the findings and expand established research at younger ages. Educational suggestions focus on strengthening self concepts and occupational literacy of adult pursuing vocational training. Business should foster occupational literacy self concepts and employer-employee relationships in the workplace. Economic implications involved public and private sector support for long-term occupational literacy and job-related reading self concept programs which may yield more effective, productive employees.

Hegwer, M. L. (1987). Reading related problems of illiterate adults (dyslexia). Dissertation Abstracts International, 48, 09A, 2296. (Publication No. AAC 8727811)

An individual's reading problem affects a great deal of her/his life activities. This study focused on four areas: general characteristics of illiterate individuals, perceptions of family and social concerns, perceptions of issues related to employment, and perceptions of issues related to daily activities in the home and community. In each of those four general areas, the study considered relationships between illiteracy and the individual's perception of her/his performance in that area. Also within each area, the compensatory behaviors for dealing with perceived problems were investigated. Potential interviewees were referred to the investigator by personnel from community college programs, established community adult programs, and personal contact. Individuals who were eventually given the entire interview scored at or below a sixth grade equivalency (GE) on an oral reading measure and were at least 25 years of age, English speaking, of normal intelligence, and otherwise nondisabled. Fifty-nine interviews were conducted over a period of nine months. The interview schedule included both open-ended and forced-choice with and without contingency questions. The review of literature indicated many characteristics attributed to illiterate adults. Some of these characteristics included low socioeconomic status (Sharon, 1973-74), little formal education (Farrell, 1977), little interest in reading or literacy (Adult Illiteracy, 1979; Kozol, 1980), superstitions, extremity in dress, tendency to follow

unusual religious leaders (Freeman & Kassebaum 1956), and less participation in social activities (McDevitt, Smith, Schmidt, & Rosen, 1978).

While it is true that the population, sampling techniques, and research methods of the present study may differ from those of cited studies and reports, qualitative analysis does not give support to those previously cited conclusions. Also, no statistically significant relationships were found among those explored: perception of the problem by gender, age, employment status, or reading level; friends' knowledge of the problem by gender of the illiterate adult; employment status by attempts at hiding illiteracy, or reading level; and community participation by reading level.

Hovey, S. (1982, November). Functional illiteracy. Columbia, MO.: Freedom of Information Center. (ERIC Document Reproduction No. ED 224030)

Statistics indicating that the problem of illiteracy is lessening mask a greater problem--that of functional illiteracy. Functional illiterates may have some reading and writing skills but are not able to apply them as functioning members of society. A 1975 study using the most sophisticated instrument that had ever been used to determine illiteracy in the United States adult population indicated that 16% of white, 44% of black, and 56% of Spanish-speaking adults in the United States were unable to write a check, address an envelope, or calculate the amount of change they should receive from a purchase with a 20-dollar bill. Parents and students blame the educational system for this failure while educators blame the students themselves. Researchers contend that children are watching too much television and not reading enough. The cost of functional illiteracy to the national economy in decreased productivity and in social welfare expense is estimated at six billion dollars a year, but it is difficult to determine how many aspects of economic life are linked, directly or indirectly, to functional illiteracy. A number of federal and state funded programs such as Title I and Right to Read have been initiated along with basic adult education and literacy training by employers. In addition, private organizations are working to stem the tide of functional illiteracy in the United States. (HTH)

Hudson Institute. (1987, June). Workforce 2000: Work and workers for the 21st century. Indianapolis, IN.: Hudson Institute, Inc.

This booklet provides a number of scenarios for the future related to changing demographics and the impact that is projected on our workforce. It identifies challenges that these changes will have globally, economically, socially, and even politically. An excellent source for statistical references.

Hull, W. L. S. & Sechler, J. A. (1987). Adult literacy: Skills for the American workforce. (Research and Development Series No. 265B). Columbus, Ohio State Univ. National Center for Research in Vocational Education. (ERIC Document Reproduction No. ED 284980)

A study examined the nature and extent of adult literacy needs in the American labor force. Data for the study were collected from a review of the literature, site visits to nine industry-based training programs, and consultation with a technical panel of experts. Input from company managers, instructors, and trainers familiar with the manufacturing sector indicated that higher-level skills are needed in today's work force than were needed five years ago. As more companies convert to more complex equipment, employee skills must be upgraded. Basic literacy skills were generally seen as prerequisites to the acquisition of more technical knowledge. Basic reading, writing, computation, listening, and thinking skills were seen as necessary prerequisites for successful job entry. Many of these same skills were also deemed necessary to job advancement in the manufacturing sector, and even more analytical (including reasoning and problem solving) and communication skills were considered necessary for advancement than were felt necessary for job entry. Pretechnical skills, such as knowledge of algebra and selected writing abilities, were also suggested as literacy needs by respondents from some high-technology companies. Vocational educators are in a position to help industrial trainers design and implement occupationally relevant literacy training in which higher order literacy skills are taught in a systematic manner. (Appendices include a generic list of basic skills required for entry into voca-

tional training, the Center for Public Resources basic skills survey list, and descriptions of the six General Educational Development GED levels.) (MN)

Imel, S. (1988). Computer-assisted instruction in adult literacy education. Practical application brief. Columbus, Ohio: ERIC Clearinghouse on Adult, Career, and Vocational Education. (ERIC Document Reproduction No. ED 296184)

For annotation see Resources for Workplace Literacy

Imel, S. (1988). Workplace literacy programs (ERIC Digest No. 76). Columbus, Ohio: ERIC Clearinghouse on Adult, Career, and Vocational Education. (ERIC Document Reproduction No. ED 292974) For annotation see Resources for Workplace Literacy

Jurmo, P. et al. (1989, Jan.). Four by four: how can businesses fight workplace literacy? Training and Development Journal, 43, 18-25. (ERIC Reproduction Service No. EJ 381471)

New technology and management styles are increasing the level of basic skills required of workers. In a world of global competition and technological change, basic skills education is a survival issue for businesses. (JOW)

Kirsch, I. S. & Guthrie, J. T. (1984, Summmer). Adult reading practices for work and leisure. Adult Education Quarterly, 34, (4). 213-32. (ERIC Document Reproduction No. EJ 300946)

Apparent reading deficiencies among entering workers, combined with increasing demands for highly skilled workers, have led business and industry to increase their training and education efforts. One aspect of this effort requires understanding the reading demands people in various occupations are likely to encounter. This study examines the reading practices of 99 adults across various occupational categories. (Author/SSH)

Kolenbrander, R. W. (1986). Adult illiteracy. The Reagan administration and the corporate response: A policy study. Dissertation Abstracts International, 47, 11A, 3944. (Publication No. AAC 8705840)

This study examined the Reagan Administration's policy toward adult illiteracy. Specifically it examined the components of the policy with the intent of ascertaining the role that the private sector has played in assisting adult illiterates.

The methodology used was a combination of interviews and document analysis. Policymakers from the Department of Education, Congressional aides responsible for adult literacy policy and persons within professional groups concerned with adult literacy policy were interviewed. Numerous documents concerning Congressional action on adult literacy policy from the Department of Education were analyzed.

This study found the Reagan Administration's policy toward adult illiteracy was consistent with its policy toward education and its domestic policy in general. The Administration has established an Adult Literacy Initiative within the Department of Education. The components of this Initiative include a public awareness campaign, an effort to encourage the private sector and volunteers to become involved in tutoring adult illiterates, establishing a networking system for the providers of services to the adult illiterates and encouraging state and local governments to do more for adults who are illiterate. The Reagan Administration's policy toward adult illiterates demonstrates its philosophy of reducing the Federal role in domestic affairs, encouraging the private sector to take on greater responsibility while the Federal Government serves the role of providing encouragement to the private sector.

The study provided some suggested policy options within the scope of the policy preferences of the Reagan Administration. It noted the complexity of developing a policy toward adult illiteracy in view of the multi-faceted causes of adult illiteracy. Finally, it outlined what a future Administration might consider while recognizing the historic role of state and local government in education.

Lauterborn, R. F. (1988). April 27-May 1). Reading: Why industry cares and what one company is doing about it. Paper presented at the annual meeting of the International Reading Association, New Orleans, LA. (ERIC Document Reproduction No. ED 205910)

For annotation see Model Programs In Workplace Literacy

Lee. C. (1988). Basic training in the corporate school house. Training, 25, (4), 27-30, 32, 33-36. (ERIC Document Reproduction No. EJ 368394)

Discusses the gap between the basic skills of many workers and the more complex skills required by many jobs. Points out that many employees offer basic skills training because they cannot find qualified entry-level workers and find glaring deficiencies in their existing workers. (JOW)

Lisack, J.P. & Shell, K. S. (1988, November). Critical changes ahead: Demographic, technological, socioeconomic with emphasis on multi-culturalism in the workplace--opportunities and challenges (Manpower Report 88-8). A presentation for the Purdue University Supervisory Development Program, Division Specific Series. Purdue Univ., Lafayette, Ind.: Office of Manpower Studies. (ERIC Document Reproduction No. ED 301663)

This report is an overview of the changes occurring in society and the workplace today, with a prediction of how those changes will affect employment in the future in the United States and especially in Indiana. The report is organized in five sections. The first section summarizes the demographic, economic, and social changes that are presently occurring, and the second section focuses on managing the diversity that these changes have brought to the workplace. In the third section, the emphasis is on demographics and education, with discussion of school populations at each level, higher education attendance, the education of blacks, and census data on the effects of higher education. Much of the data is specific to Indiana, although the trends are projected nationwide. The fourth section discusses jobs and qualifications, outlining the problem of mismatch between young workers' skills and the demands of employers. Note is taken of the need for more academic education, especially in science and mathematics. The final section projects the changes and trends discussed in the first four sections into the future, addressing the changing labor force and literacy levels, employment policies, and predictions about the work force of the year 2000. Tables, charts, and illustrations are included. (KC)

Mark, J. L. (1984, March 22). Adult education: The fight against illiteracy. Based on a workshop conducted at Newspaper in Education Conference of the American Newspaper Publishers Association Foundation. (ERIC Document Reproduction No. ED 259088)

Literacy and illiteracy are cultural; the need to read, to write, and to compute comes from values placed on these functions by the cultural or social group in which one lives. They are also intergenerational. This intergenerational factor should be turned around so that parents transmit literacy to children. Illiteracy is also costly to society because of welfare and unemployment costs and low productivity of a population with low functional competence. The Adult Literacy Initiative launched by the President in 1983 calls on the nation to support eight major initiatives in adult literacy - a national awareness campaign, the National Adult Literacy Project, governorm - established adult literacy councils, assignment of Work-Study Program college students to adult tutoring, volunteer tutors, a national network of services to persons with disabilities, a Federal Employee Literacy Training Program, and private public sector, community- based providers, business and industry, prison system, and the military. Anyone can get involved in local school library programs and local literacy councils, contact volunteer programs, or get data on needs and recruit tutors to meet them. (YLB)

Martin, L. G. (1987). Youthful high school noncompleters: Enhancing opportunities for employment and education. (Information series N. 316.). Columbus: Ohio State Univ. National Center for Research in Vocational Education. (ERIC Document Reproduction No. ED 284064)

High school noncompletion is a complex problem that requires complex solutions that schools are often inhibited from implementing quickly. Alternative educational services are often necessary for students who are able to complete high school but who find school an unrewarding place in which to learn. A loose network of public and private programs has evolved that are intended to provide noncompleters with opportunities to make a successful school-to-work transition. These include employment and training, adult literacy, and alternative high school programs. Research findings indicate that successful programs share the following characteristics: longer-term efforts as opposed to short-term, intensive preemployment counseling, a combination of training and academic assistance, emphasis on basic academic skills, self-paced or staff-intensive training, and collaborative relationships with other agencies and programs. Examples of successful intervention programs include Youth Chance in San Francisco, the Adult Education Dropout Project of Kansas City, and the Career Intern Program (an alternative high school program) that was originally established in Philadelphia. Employment and educational opportunities for dropouts could be enhanced by guaranteeing continuous funding as long as programs demonstrate success, creating a point system for increased financial rewards for programs with successful recruitment and retention records, and encouraging programs to develop linkages with community-based organizations. (MN)

Mikulecky, L. (1988). Literacy for the workplace. Bloomington, Ind.: Indiana University. (ERIC Document Reproduction No. ED 294164)

Focusing on the past decade's research, this literature review concentrates on what is known about literacy demands in the workplace and the abilities of various segments of the adult and adolescent population to meet them. The review argues that since a majority of adult reading is performed upon workplace related material, understanding the nature, difficulty, and prevalence of these functional reading tasks is critical for an understanding of the reading demands encountered by adults and their abilities to meet such demands. The review suggests that the quality and complexity of literacy demands appear to be increasing in most sectors of the workplace and that research has revealed that reading, writing, and computation in the workplace is ubiquitous and at a relatively high level. The review then discusses several studies that show that vocational training literacy demands are even higher than the workplace literacy demands. Citing figures that show generally that literacy skills demands have been increasing, the review examines several basic skills programs that apply a functional literacy approach to teaching, both in the military and in the public/private sector. The review concludes that (1) it is possible to make fairly rapid gains in the ability to comprehend technical material if training is focused on that material and (2) in the private sector, successful technical and basic skills training programs are beginning to emerge in the vacuum left unfilled by traditional schooling. Thirty-nine references are appended. (MS)

Mikulecky, L. & Diehl, W. (1979, June). An examination of work related literacy and reading attitudes. Paper presented at the Functional Literacy Conference, Bloomington, IN. (ERIC Document Reproduction No. ED 178902)

After reiterating the findings of an earlier examination of job literacy, this paper discusses the results of a job literacy survey involving interviews with 107 individuals representing 100 occupations ranging from short-order cooks and assembly-line workers to lawyers and corporation vice-presidents. Other aspects of the research findings presented include an examination of the general nature of on-the-job literacy tasks, the difficulty of job materials, the relationship between that difficulty and an individual's reading ability, the relationship between literacy and job success, and the characteristics of competent and noncompetent readers. The paper also points out problems inherent in research that attempts to define a national, generalized, functional literacy. (AEA)

Miller, J. V. & Imel, S. (1987), Jan.). Some current issues in adult, career, and vocational education. Columbus, Ohio: ERIC Clearing house on Adult, Career, and Vocational Education. (ERIC Document Reproduction No. ED 281899)

Four representative issues affecting the fields of adult, career, and vocational education are examined. These issues revolve around the following questions: (1) What career-related curriculum should be incorporated into the new basics? (2) What contributions can vocational and career education make to reducing the dropout rate? (3) How can articulated secondary- postsecondary programs support high-quality occupational training? and (4) How can literacy programs increase the literacy rate among adult Americans? Effective and innovative programs that are currently addressing those questions are discussed. These issues are representative of various educational requirements levels and grow out of the following three major trends: (1) a changing workplace and its effects on occupational and educational requirements; (2) the growing concern for reaching disconnected youth and adults; and (3) the current emphasis on educational excellence. This report attempts to clarify the context surrounding each of the four issues, to describe emerging and strengthen research, development, dissemination, and implementation References are included. (PS)

Monteith, M. K. (1980, February) ERIC/RCS: How well does the average American read? Some facts, figures, and opinions. Journal of Reading, 23, (5), 460-64. (ERIC Document Reproduction Number)

Reviews research on the average reading level in the United States, on how well the average American needs to read. and on what the average American can and does read. (MKM)

National Governor's Association. (1987). Making America work. Productive people, productive policies. Washington, D.C. (ERIC Document Reproduction No. ED 293978)

This document deals with the problem of adult illiteracy in America and methods of addressing the problem. The first section contains reports on two gatherings held to address the illiteracy problem; a roundtable discussion by members of the National Governor's Association's Task Force on Adult Literacy of the state role in addressing adult literacy (held on February 2, 1987, in Kansas City, Missouri) and a literacy summit devoted to ways of building partnerships for a literate America (held in St. Louis, Missouri, on March 9, 1987). Part 2 describes the various federal program resources. The provisions of the Adult Education Act are outlined as are those of other legislation authorizing and/or funding family-centered, community-oriented, employment- based, and language-related literacy efforts. In Part 3, information (including the name and address of a contact person) is provided on 23 literacy resources. Included among them are voluntary agencies, private initiatives, corporations, councils, foundations, networks, and professional associations. (MN)

Nickerson, R. S. (1985, Summer). Adult literacy and technology. Visible Language, 19, (3), 311-55. (ERIC Document Reproduction No. EJ 3265567)

Presents an overview of the problem of adult illiteracy and discusses what it means to be literate. Offers considerations pertaining to the teaching of literacy and of how technology might be used to facilitate this teaching. Concludes with recommendations about how to exploit the possibilities of technology in literacy education. (FL)

Not working: Unskilled youth and displaced adults. A look at the demographic, technological, and educational causes of youth and adult unemployment and at some program responses of the Ford Foundation. A working paper. (1983, Aug.). New York, N.Y.: Ford Foundation. (ERIC Document Reproduction No. ED236332)

While minority youth and adults have traditionally experienced high rates of unemployment, recent demographic, educational, and technological changes have all combined to cause a sharp increase in the numbers of unemployed and displaced minority group workers. A review of past employment and training programs such as the Comprehensive Employment and Training Act (CETA) reveals

that they suffer from a variety of shortcomings, including a lack of effective transitional mechanisms for moving into unsubsidized jobs, a scarcity of successful models for upgrading employees to better positions, poor system coordination and ineffective program design and a failure to involve private industry adequately in the design and operation of employment and training programs. Currently, the Ford Foundation is helping to address the employment-related problems of minority youth by performing the following activities: developing the basic literacy skills of dropouts and other high-risk youth; promoting public and private partnerships to address the training needs of high-risk and dropout youth; supporting research and policy studies involving youth, education, labor markets, and alternative forms of employment; and clarifying and testing ways in which displaced workers can adapt to the structural transformation of the labor market. (MN)

O'Donnell, H. (1985, October). ERIC/RCS: Striving for functional literacy in the job market. Journal of Reading, 29 (1), 74-76. (ERIC Document Reproduction No. EJ 322081)

Describes characteristic literacy problems of the U.S. work-force and reports on industry's efforts to close the gap between the skills brought to the job and those required on the job. (HOD)

Packer, A. H. (1988, December). Retooling the American workforce: The role of technology in improving adult literacy during the 1990's. Background paper prepared for project on adult literacy. Ct.: Southport Inst. For Policy Analysis, Inc. (ERIC Document Reproduction Service No. ED 302681)

An estimated 25 million American workers will need to upgrade their skills during the 1990's if the U.S. economy is to stay competitive. The contribution of computers and electronic technology to productivity in education still remains to be proved. In the 1990's, technology for adult basic skills training will mean interactivity, multimedia, and sufficient record keeping so as to improve instructional methodology. Without appropriate courseware to provide specified upgrading of skills, electronic technology is useless. When selecting educational technology to use in workplace literacy programs, directors must consider the size and expected life of the program, the leadership strategy adopted, and the resultant per-unit cost of instruction. Workplace literacy programs should be designed around a flexible technology-based system that would allow course materials to be "transportable" across different hardware systems and that would give providers the flexibility to invest in technology and use it to serve clients from different programs in the same class. It has been projected that a total investment of about $3.5 billion could serve 25 million workplace learners over the next decade. (An appendix discusses how much technology can cost while still resulting in cost savings for a course.) (MN)

Schulze, B. (1988). Job literacy demands and strategies of managers/professionals in a state health agency. Dissertation Abstract International, 49, 06A, 1348.

Recent research suggests that literacy should be studied in the context in which it is practiced. The employment situation presents a significant task of adulthood that calls for the use of a group of managerial/professional level staff in a state government health agency.

An exploratory field study was conducted. Twelve managerial/professional level staff participated in the study. Interviews, observations, and documents provided the data sources. Materials were examined for content, type, purpose and channel of communication.

The findings suggest certain trends. Reading and writing tasks were universal among study participants. Job reading demands were characterized by brevity and a memorandum format. Job reading demands were both organizational and programmatic.

Job writing demands were varied and used for internal communication and documentation as frequently as for completing specific programs tasks. The frequent extent of informal writing was documented by the data.

Strategies used to meet job literacy demands were prioritizing and approaching the task using one of the following six approaches: read closely; skim; do not read; write formally; write informally; or do not respond in writing. Strategies were influenced by material content, importance, and difficulty.

Differences in the literacy demands and practices of upper-level and lower-level managerial/professional participants were noted. Upper-level managers/professionals experienced different demands in terms of material types, contents, channels of communication, and purposes. These differences were related, in part, to administrative functions of their positions. In this particular study cohort, lower-level managers/professionals more frequently encountered program-specific literacy demands.

The organizational context was found to affect literacy demands and practices. The mission of the organization, the organizational structure, and physical environment were aspects of context that were examined.

Small Business Administration. (1988, October 3-4). Workplace literacy: Targeting the future. A Report on the National Conference on Workplace Literacy. Washington, D.C.: Small Business Administration. (ERIC Document Reproduction No. ED 300671)

This summary reports on the proceedings of a conference that was convened to focus attention on the implications of inadequate literacy levels among present and future employees of small businesses and to share successful approaches to the task of helping these employees develop the literacy skills required to meet ever- changing job requirements. The summary begins with the conference agenda and a fact sheet on small business in the year 2000. Next, the conference proceedings are summarized. The next section discusses small business and training in the year 2000, with particular emphasis on the impact that projected demographic changes are likely to have on small business. The conference registrants, state adult literacy contacts, and U.S. Small Business Administration Regional Advocates are listed. The next section deals with employers and the legal aspects of literacy, and the final section outlines the major statutes containing workplace literacy and job training provisions. (MN)

Spencer, S. J. (1987). Occupational literacy as a variable construct in the mineral extraction/energy and service industries. (Dissertations Abstracts International, 49, 02A, 228. (Publication No. AAC 8802140)

This study of workplace literacy practices of 81 employers in the mineral extraction/energy and tourist-related industries in a southwestern Wyoming county utilized the Diel-Mikulechy Job Literacy Survey. The purpose of the study was to determine if Diehl's (1980) findings regarding occupational literacy would generalize to mineral extraction/energy and service occupations which were either under-represented or not represented in his Indiana study. The following research questions directed the investigation: (1) Are job literacy demands related to the level of occupational success? (2) Is job literacy competency related to job tenure, general reading, attitude, job readings interest, and attitude toward the job? (3) What types of reading strategies (reading-to-do, reading-to-learn, or reading-to- assess) are used by workers? (4) Do workers whose literacy skills fall below the reading demands of job materials compensate through job experience and use of alternative sources of information?

A literacy profile which included three components was developed. These components were attitudinal/behavioral dispositions, literacy demands of the job, and literacy competency of workers. Respondents were assigned Dictionary of Occupational (DOT) numbers which indicate occupational categories. Respondents were roughly divided into quartiles on the success factors of status, income, and responsibility. Comparisons on the variables of three components of the literacy survey were made among success levels.

The results of the study indicated that almost all workers report some reading and writing done in the workplace, with a mean work reading time for the sample of 91 minutes per day. Job literacy demands were found to be related to the level of occupational success but generally only those workers

in the lowest quartile of success factors had significantly lower literacy demands. Job reading competency correlated with general reading competency.

Tenopyr, M. L. (1984, Jan.). Realities of adult literacy in work settings. Paper presented at National Adult Literacy Conference. Washington, D.C. (ERIC Document Reproduction No. ED240290)

While the need for improved literacy in the work force is generally accepted, questions still remain as to what levels of literacy are required for different jobs and who will provide the necessary adult literacy training. To answer these questions, researchers must develop a database of information about literacy needs and deficiencies. Developing such as database, however, is not easily accomplished. Upon discovering that employee performance in one area is unacceptable, employers can take any one of a number of actions that would change the nature of the job in question. In addition, literacy requirements change over time as organizations themselves change. Job analysis and validation are two possible means of assessing the literacy requirements of work. Each method has advantages and disadvantages that must be considered carefully when using them in a large-scale research project. Informal surveys of employers throughout the country indicate that the burden to improve employee quality rests mainly with the educational system. While employers are concerned about the literacy levels of their workers, many doubt whether literacy training by employers is effective. An examination of the remedial training policies of companies such as American Telegraph and Telephone suggests that, for a variety of reasons, employers are generally quite conservative about providing literacy training. (MN)

Thompson, M. E. (1986, October 24). What happens to people who cannot read? The problem of illiteracy. Paper presented at Annual Conference of the North Central Reading Association, South Bend, In. (ERIC Document Reproduction No. ED 274956)

Significant research studies, bibliographies, and selected scholarly papers that have analyzed numerous aspects of illiteracy are examined in this paper. A definition, characteristics, and the plight of illiterates are discussed. The following selected research studies are then reviewed and a brief analysis of each is given: (1) "The Acquisition of Literacy by Children and Adults" (T. G. Sticht); (2) "Ethnographic Research on Word Recognition Strategies of Adult Beginning Readers" (N. Boraks and S. Schumacher); (3) "Outlook for the 80's: Adult Literacy" (L. Y, Mercier); (4) "Adult Literacy: An Annotated Bibliography" (F.E. Kazemek and P. Rigg); and (5) "Adult Literacy Education: Current and Future Directions" (A. Fingeret). In addition, "Adult Illiteracy in the United States: A Report to the Ford Foundation" by C. S. Hunter and D. Harman, and M. Berube's "Children of the Revolution: A Yankee Teacher in Cuban Schools" are discussed. Concluding remarks focus on the implications of these scholarly studies, pointing out that with the wealth of knowledge regarding the behavior and characteristics of illiterates, the United States and its educational system are in a position to do more for the illiterate population than has been done in the past. (JD)

Workplace education. (1987). Boston: Massachusetts State Executive Office of Economic Affairs. (ERIC Document Reproduction No. ED 284072)

The Workplace Education Initiative was created in Massachusetts to provide workers with the opportunity to develop basic literacy skills, to increase employer and union awareness of the extent of functional illiteracy among workers as well as its cost, to develop a number of partnership models that link the acquisition of basic education skills with increased opportunities for workers, and to promote strong ties among the education, training, and employment sectors at local and state levels. The initiative was developed in response to a growing recognition of the extent and impact of functional illiteracy in an increasingly complex workplace. With many plant closings, workers may be required to change jobs five or more time in a work life. In order to adapt to such frequent changes, workers need transferable skills. These skills are also needed in order for entry-level workers to advance. Lack of such skills result in lost productivity, poor product quality, and more accidents. Three partnership models were proposed to work toward solution of the illiteracy problem: (1) partnership models be-

tween a local business and local adult learning center or volunteer program to develop educational programs specific to the needs of the work force of that business; (2) partnership models between one or more local businesses, their unions, and a local adult learning center to develop educational programs specific to the needs of that work force; and (3) partnership models between a local union that represents workers from a number of different businesses and a local adult learning center to develop educational programs specific to the needs of that workforce. (Six programs were funded in 1986 and are summarized briefly in this paper.) (KC)

MODEL PROGRAMS IN WORKPLACE LITERACY

Acevedo, S. D. How to design and implement a successful job-site program. Orlando, FL.: Orange County Public Schools

Manual that identifies job-site ESOL (English-as-a-second- language) program components used in Orange County, Florida. Questionnaires, course evaluation forms, and sample curricula for a variety of settings are included. Extensive vocabulary lists were developed for a number of job sites.

Adams, P. & others. (1987, September 30). Basic skills competencies for career enhancement. (Procedural guide, curriculum, lesson plans, and marketing brochure for model on the site ABE classes in government and industry). (Final Report and Final Projects for ABE 310 Project No 40272).

This document describes a demonstration pilot project that brought Washington's North Seattle Community College (NSCC) instructors together with the staff training office of the City of Seattle. With a 310 grant, NSCC Adult Education Division offered a successful basic skills course on-site for City of Seattle employees. The procedural guide included in this document shows the steps NSCC adult education instructors took to identify and assess trainees' skill levels, to learn supervisory expectations of the training, to familiarize themselves with reading and writing tasks and materials the trainees have to use on the job, and to compile lists of competencies identified by supervisors and teachers. The guide also shows steps taken to recruit, market, test, and evaluate the program. The second part of this document is a competency-based program of instruction in basic skills that includes the syllabus, pretests and posttests, assignments, lesson plans, competencies, and job-related materials for the reading and writing and test-taking class at the City of Seattle. The final product included in this project is a marketing brochure that the Adult Education Division will use with other companies and agencies to promote in-house training in basic skills. (KC)

Adult Literacy and Technology. Guide to Recommended Literacy Software. (1987). Pittsburgh: Pennsylvania State University, University Park Inst. for Study of Adult Literacy. (ERIC Document Reproduction No. ED 298261)

This publication is an annotated guide to software for teaching adult literacy recommended by the Adult Basic Skills Technology (ABST) Project. The ABST Project was initiated in 1982 as the Region X Adult Education Software Project, an effort by the State Adult Basic Education Departments of Washington, Oregon, and Alaska to provide adult basic education sites with the technical expertise to use computer technology with their students. The featured programs include drill and practice, simulations, educational games, word processing programs, and tutorials. They serve a variety of computers and range from free to $1,000 or more in price. The featured software is listed alphabetically and by instructional category (English, reading, mathematics). The annotated remarks include title, publisher, cost, type of computer, subject area, use, descriptions, and the strengths and weaknesses of the individual programs. The guide also includes a resources section divided into four categories: technical information on computer use, listings of reviewed software, resources (including publishers' addresses), and a comment form. (KC)

Bulkeley, C. C. (1988, April). The value of literacy. New York. (ERIC Document Reproduction No. ED 295050)

Literacy is a commodity of measurable value to those who acquire it. This proposition is easy to accept if the many benefits of acquiring literacy are considered: better jobs, more productive use leisure time, greater self-sufficiency, increased ability to help one's children with schoolwork and hobbies. The Gannett Foundation first became involved with special literacy funding in 1985. Perhaps its most successful venture in literacy education has been The Literacy Challenge, a state-level competition in cooperation with the newspaper "USA Today." The foundation has also received proposals from about 150 local organizations in more than 80 communities. The foundation's philosophy in

awarding grants has been that grants should contribute to action improving life for beneficiaries and that specific action should be defined at the level of responsibility for those actions and where benefits are to be received. The chief goal of adult literacy programs should be to see that more people learn how to read, write, and do arithmetic effectively and that more volunteers are involved in helping achieve that goal. Other tenets of the foundation are that literacy help should be provided in the neighborhood or at work, that adult learners themselves are one of the most important resources of a literacy program, and that most workplace literacy programs result in bottom-line benefits for employers. (MN)

Business Council for Effective Literacy. (1988, April 4). Approaching workplace literacy. BCEL Newsletter for the Business Community, 15, p. 1. (ERIC Document Reproduction No. ED 300546)

Profound changes in the structure of the workplace and in the nature of jobs now make reading, writing, and other communications skills vital to the performance of even entry- level jobs. However, massive numbers of present and future workers have only minimal or marginal proficiency in the basic skills. The problem will get worse as the labor pool continues to change--with members of minority groups, school dropouts, and refugees and immigrants making up an increasing portion of that pool. Some of the most significant new planning and thinking on work force literacy is occurring at the state level. One of the most wide-ranging and comprehensive plans developed to date is the Massachusetts Workforce Literacy Plan. Over three years, the plan proposes to expand the number of adults served from 45,000 to 100,000 annually and to link literacy to clearly defined job market needs. Illinois has been a model of comprehensive statewide literacy planning since 1984. It is now moving strongly into workplace literacy as a major component by launching a statewide public awareness and fundraising campaign for local programs. In New York, 11 projects are being funded under the new Workplace Literacy Program, with all of them being carried out under union sponsorship. Most projects involve collaboration among a range of organizational types. (Names and address of resource persons are provided.) (YLB)

Business Council for Effective Literacy. (1985, July). BCEL Newsletter for the Business Community, 4 (1), 4-5. (ERIC Document Reproduction No. ED 300537)

Given the large gap between the millions of adults in need of basic literacy skills and the shortage of teachers, tutors, and funds to serve them, computer-assisted instruction (CAI) has the potential to reduce the gap. The merits of CAI include its holding power, provision of a positive learning environment, opportunity to learn about computers, enhancement of teacher productivity, instructional effectiveness, and attrition reduction. Notable models embodying many of these elements are the ABLE (Adult Basic Literacy/Educational) program and the U.S. Navy's Wishwer-Duffy system. Information on the extent of CAI use points to great variation from one literacy-providing sector to another. Elements that impede the wider use of computers to teach adult basic skills include limited access to hardware, lack of good software, prevailing attitudes of educators who resist new techniques, lack of training for educators in the use of CAI, and lack of a central communications network to enable educators to gather information about computers in basic skills and for share experience. (YLB)

Business Council for Effective Literacy. (1986, October 4-5). Behind Bars. BCEL Newsletter for the Business Community, 1 (9), 4-5. (ERIC Document Reproduction No. ED 300541)

Although there may not be a direct causal relationship between illiteracy and crime, a look at the broader picture points to a significant connection. As many as 50 percent of adults in federal and state prisons cannot read or write at all. The majority of prisoners are poor. Blacks, comprising only 12 percent of the general population, make up nearly half of the prison population. Eventually, 95 percent of all those in prison return to society, and an estimated 70 percent will be back in prison within a year of release. Although many feel that basic skills training should be mandatory in correctional institutions, only the federal prison system requires it. Although academic and vocational programs exist in most state prisons, they have been unable to address more than a fraction of the need. States vary tremen-

dously in the level of service provided, degree of participation in work and school activities, and provision of incentives and compensation. Major obstacles to correctional education are lack of money, inmate movement and turnover, lack of motivation, and insufficient recruitment and incentives. A national survey included in the National Institute of Corrections report identifies a number of exemplary prison programs. Local businesses and industry can participate through providing apprenticeships and volunteer tutors. (YLB)

Business Council for Effective Literacy. (1986, September). Developing an employee volunteer literacy program. BCEL Bulletin, 1. (ERIC Document Reproduction No. ED 278782)

This bulletin aims to provide guidance to business companies in developing an employee volunteer literacy program in which employees volunteer their time to assist in such aspects of community adult literacy campaigns as advocacy, public relations, fundraising, community leadership, and tutoring. A section of assessing local community needs discusses eight sources of assistance in locating information about local needs, and suggests specific questions in the company should explore, such as capacities in which volunteers are needed and can work in local programs, staff and physical resources needed, local approaches to volunteer management, and the experience of other companies involved in adult literacy programming in the community. Ten questions to consider in evaluating individual company resources are provided in the next section. The third section, which is intended to illustrate some successful program models, describes selected on-site projects sponsored by New York Life and McGraw- Hill, off-site projects (Grumman Corporation and Colonial Bank of Connecticut), and recruitment-only projects (Rohmand Hass, and Sperry Corporation). Discussed in a section on program design are day-to-day management, facility selection, ways of supporting volunteers, recruitment and referral, tutor training, training materials, student recruitment and diagnosis and assessment. The importance of strong, visible, and continued support from top management and interested and qualified staff to coordinate and monitor the program is stressed. A discussion of the benefits to a company to be derived from organizing an employee volunteer program concludes the guide. (MN)

Business Council for Effective Literacy. (1987, October 4-5). Unions: Bread, butter, and basic skills. BCEL Newsletter for the Business Community, 13, p. 1. (ERIC Document Reproduction No. ED 300544)

Unions are natural providers of basic skills instruction. They are in daily workplace contact with their membership, are trusted to work on members' behalf, and speak the language of the worker. Unions are trying to address the needs of illiterate workers through collective bargaining arrangements in which employers contribute a percentage of their payroll for the training and upgrading of their workers. Such programs may be jointly administered by unions and management, which may provide the instruction directly or contract it out. Unions may independently seek the services of the adult basic education programs. Other alternatives include partnerships between unions, employers, education providers, and states administrative agencies. A preeminent collective bargaining model is the United Auto Workers-Ford Motor Company Employee Development and Training Program. It is both job-related and concerned with the personal growth of the individual. Eight smaller unions banded together in New York City to form the Consortium for Worker Literacy, which provides education to help workers maintain current jobs or retrain for new ones before job loss. The AFL-CIO is exploring the use of a cutting-edge curriculum, the Job Skills Education Program built on the analysis of job tasks and the basic skills required for them. Union members also participate in planning bodies and sit on private industry councils. (YLB)

Carnevale, A. P., Gainer, L. J., & Villet, J. (1990, April). Training in America. The organization and strategic role of training. ASTD Best Practices Series, (1).

This volume presents the overall findings of a three-year ASTD/U.S. Department of Labor nationwide study on how training for today's workplace is structured, managed, financed, and linked to organizational strategy. It catalogs who gets training and how much. It shows what employer-based training systems look like. It describes how funds are spent and identifies who the providers are and

how their approaches differ. The authors demonstrate the importance of linking training to organizational strategy and detail specific techniques and models for building training programs that are responsive to an organization's most critical needs. (ISBN 1-55542-203-9)

Carnevale, A. P., Gainer, L. J. & Schulz, E. R. (1990, April). Training the technical work force. ASTD Best Practices Series. (4)

This volume addresses the training needs of America's enormous technical work force. This population includes such technical professionals as scientists, doctors, and engineers; technicians such as hygienists and draftsmen; and skilled trade or blue- collar workers. This book describes the nature and role of technical training within today's competitive and technologically shifting workplace, and sets forth specific guidelines for conducting effective technical training programs inside employer institutions. It examines the size and scope of the technical work force, where and how this population gets its training, and how the most effective workplace-based instructional programs are designed and managed. (ISBN 1-55542-201-2)

Carnevale, A. P., Gainer, L. J., & Meltzer, A. S. (1989) Workplace basics: The skills employers want. San Francisco, CA.: Jossey-Bass Publishers.

The booklet and the book and manual are all designed to inform the reader about the tools that have been developed to address basic workplace skill deficiencies. Part I identifies why the skills are seen to be needed and by whom. Part II addresses what specific skills employers view as needed for employees to function effectively and efficiently in today's workplace. Part III outlines a "Blueprint for Success" in how to establish programs that deliver workplace basic skills. (ISBN 1-55542-203-9)

Fields, E. L. & others. (1987). Adult literacy: Industry-based training programs. (Research and Development Series No. 265C). Columbus, GA. (ERIC Document Reproduction No. ED 284981)

Nine industry-based adult literacy programs across the country were studied to identify exemplary training programs and practices that business and industry trainers, planners, and policymakers and individuals in the public education sector alike could replicate in designing adult literacy programs. Training programs offered by the following organizations were among those studied: Onan Corporation, Minneapolis, Minnesota; Philadelphia Hospital and Health Care District 1199C; Planters Peanut Company, Suffolk, Virginia; Polaroid Corporation, Cambridge, Massachusetts; R.J. Reynolds Tobacco Company, Winston-Salem, North Carolina, Rockwell International, Denver, Colorado; and Texas Instruments, Inc., Austin, Texas. The programs studied could be classified as either (1) traditional programs that were viewed primarily as employee benefits or (2) instruments for achieving the company's advanced technology goals. Traditional programs were generally initiated during an era of company prosperity and security, whereas the "new" literacy skills programs were initiated during an era of foreign competition and rapid technological change. Reading and mathematics were the most frequent skills taught in the programs studied. In general, initial union resistance and supervisor indifference to the programs appeared to give way as the programs' benefits became apparent. Most of the programs examined offered on-site training, although several of the programs were collaborative ventures between the company and/or union and local educational institutions. (This report includes case studies of seven of the nine programs studied, a synthesis and summary of the study findings, and a list of recommendations to help training planners and instructors meet employee's needs for literacy training. Each case study includes information on the program's history, basic skills requirements, structure, employee participation, instructional processes, and evaluation procedures and outcomes.) (MN)

Conroy, W. (1989, Winter). SER works to close literacy- productivity gap. SER America. pp. 7-8. (ERIC Document Reproduction No. EJ 383468)

The author describes a workplace literacy program designed by the Milwaukee SER-Jobs for Progress, Inc. for Res Manufacturing Company. This program enabled Res Manufacturing to upgrade its employees' basic skills, increase productivity, and eliminate the need for layoffs. (CH)

Fleming, L. & others. (1980). The private sector involvement in literacy efforts. Literacy: Meeting the challenge. Washington, D.C.: Office of Education Right to Read Program. (ERIC Document Reproduction No. ED 211938)

The fourth of eight related documents, this booklet is part of a series of papers presented at the 1978 National Right to Read Conference examining issues and problems in literacy. In an examination of the role of private business in effort to increase literacy, each of the three papers in this booklet discusses a specific program sponsored and funded by a large private corporation, and each includes an account of the program's inception and development, target population and mode of recruitment, staffing, curriculum and characteristic activities, and perceived benefits. The three corporations discussed in the papers are Polaroid Corporation, New York Insurance Company, and Montgomery Ward and Company. (HTH)

Hirschoff, P. (1988). Wider opportunities: Combining literacy and Employment Training For Women. Executive Summary of the Female Single Parent Literacy Project Case Studies. Washington, D.C.: Wider Opportunities For Women, Inc. (ERIC Document Reproduction No. 300553)

This report contains summaries of case studies of five literacy projects for women conducted under the auspices of Wider Opportunities for Women's Female Single Parent Literacy Project. The programs described in the case studies are the following: (1) Non-Traditional Employment for Women, New York City; (2) Access for Women: Expanding Options for Teen Mothers, Brooklyn; (3) Midwest Women's Center: Women's Apprenticeship and Nontraditional Training, Chicago; (4) the STEP (Strategies to Elevate People) Foundation: Mary Crowley Academy, Dallas; and (5) Wider Opportunities for Women, Inc., Washington, D.C. Each summary provides information on the community, the site, the literacy program (clientele, program principles, strategies and techniques, support services, staffing, funding, and program results), and plans/recommendations for the future. In addition, an executive summary delineates the common threads that run through the five case studies: internal barriers to women's success, and external barriers to women's progress (instability; inaccessible, inappropriate services; lack of support services; and inadequate goal setting) that have been addressed by the programs described. (KC)

Illiteracy: A national crisis. United Way's role. A report from United Way of America's strategic planning committee. (1987, December 10). Alexandria, VA.: United Way of America. (ERIC Reproduction No. ED 295000)

A study examined United Way's role in solving illiteracy. Concerns of four major constituencies were identified. University representatives saw illiteracy as threatening the social well-being of those affected and seriously damaging the principle of equal opportunity. Business persons felt that illiteracy threatened the nation's competitive edge in today's global economy. Human service delivery system personnel indicated that current delivery systems for promoting literacy were insufficiently coordinated and insufficiently concerned with personal dignity. Human service agency staff saw the incidence of school dropouts as a major problem, yet schools rarely reached out for help. The study found that: illiteracy is not an insoluble problem; it has many causes; it is very costly; illiteracy rates are highest among the economically disadvantaged; and the total number of illiterate adults is not changing. The study committee believed that United Way should promote literacy training that goes beyond the teaching of rudimentary reading and writing to embrace the development of mature thinking skills. It recommended that United Way should concentrate its literacy programs on services to adults, encourage preventive programs, and focus on broadening current services to include literacy components while still supporting stand-alone literacy programs. (An appendix describes models of

literacy programs that work. For each program, a description, list of results, and contact person are included.) (YLB)

Kirby, M. & others. (1989). Perspectives on organizing a workplace literacy program. Arlington, VA.: Arlington County Public Schools.

The publication provides a number of steps to consider in developing, implementing, and evaluating a workplace literacy program. The document is written both for the educator and for the business employer of ESL students. Specific action plans suggest how both the educator and the employer may begin programs that address literacy in the workplace problems. Bibliographies and sample materials are provided in the appendices (of that publication).

Kohrmann, M. (1988). Mathematics for vocational nursing tutorial modules. Adult literacy project. Denison, TX.: Grayson County College. (ERIC Document Reproduction No. ED 301418)

The purpose of this project was to produce an integrated program that effectively improves adult literacy, affects employment, enhances employability, and provides career adaptability. The goals directing these efforts were to design a series of modules for teaching reading, writing, and math, and to provide adults with basic employment skills. The tutorial is to improve the mathematics skills needed for vocational nursing. The four modules include a discussion of the properties of mathematics, fractions, decimals and percents, and ratios and proportions. Included in each module are examples and problem sets. The modules within this project are appropriate for selected vocational clients as well as non-college attending adults such as those participating in Job Training Partnership Act programs. (MVL)

Lafayette Parish cooperative jail project - LPCJP. Phase III final report. (1987). Lafayette, LA.: Lafayette Parish School Board. (ERIC Document Reproduction No. ED 290877)

A three-phase project was conducted to further the education of inmates in the Lafayette (Louisiana) Parish Correctional Center. Phase I of the project was designed to prepare inmates to be eligible to take the General Educational Development (GED) test, and/or to teach life-coping skills so that they would better function in society upon their release. This phase of the program also provided training for inmates to assist other inmates in learning these skills. During Phase II of the program, the purpose was expanded to include English-as-a-second-language (ESL) classes, along with more life coping skills and inmate training time. Phase III continued with these purposes, but was expanded to include Spanish-as-a-second- language (SSL) for prison deputies an literacy classes in Spanish for Spanish inmates who were illiterate in their native language. Classes were held five days per week. The overall project served 910 inmates (815 males and 95 females) and 18 deputies. A total of 304 students were recommended for the GED test, and 255 passed; 45 adult basic education (ABE) students progressed to the GED classes. The Spanish classes also were successful. As a result of the accomplishments of the program and of the support and cooperation from the Lafayette Parish Sheriff's Department and the community, the program was recommended to be reinstated as soon as funds can be reappropriated. (Author/KC)

Lauterborn, R. F. (1981, April 27-May 1). Reading: Why industry cares and what one company is doing about it. Paper presented at the annual meeting of the International Reading Association, New Orleans, LA. (ERIC Document Reproduction No. ED 205910)

Illiterate workers in industrial jobs can endanger themselves and fellow workers by misreading warning signs and can cost companies millions by misreading instructions. The problem of literacy is also apparent in offices, where often dictated correspondence must be retyped a least once because of errors. Of 800 companies surveyed, 35% felt that they had to supplement their employees' education with basic English and business writing courses. A major paper company has taken similar approaches to solving the problem of employee illiteracy with financial grants to education, by underwriting a teaching manual, and by sponsoring reading and writing programs across the country. The company's

major program is a series of two-page "how-to" articles, written by famous people on reading and writing subjects and run as paid space in youth-oriented publications. A pretest of the project proved that young people were very interested in this kind of self-help, including college students and recent graduates, and teachers. Surprisingly, the audience preferred articles written by qualified, but less familiar people to those by famous people such as television and movie actors. Subsequent subjects covered in articles in this successful program included how to read classic literature, and will include poetry--in spite of a demand for more career oriented articles. (HTH)

LIFE: Literacy is for everyone. Final report. (1988). Lubbock, TX.: South Plains College. (ERIC Document Reproduction No. ED 298335)

Project LIFE, which began in October 1987, was a model program that involved a coalition of community agencies in addressing the problem of adult illiteracy in a community college setting, enhancing participants' employability, and providing them with career adaptability. To improve outreach efforts, program planners made heavy use of commercial television as an awareness and instructional medium. Other projects objectives were to increase public awareness of the complexities and problems associated with adult illiteracy while promoting literacy as a value within the community; to combine the resources of the major literacy providers in addressing the pervasive and complex problem of adult illiteracy; and to provide prevocational workshops to enhance employability, affect employment, provide career adaptability, and explore technical/vocational fields. Described in the body of the report are the project's promotional campaign, personnel and office procedures, inservice and intake components, class format, instructional materials, roles of counselors, advisory board, and volunteers, and project evaluation and conclusions. Project materials related to most of these areas are contained in 11 appendices, which also include student handouts and a student survey. (MN)

Literacy 85. (1983). English at work: A descriptive guide to developing an employment-specific ESL curriculum. St. Paul, MN.: Literacy 85, 1080 Univ. Ave.

A guide which describes an employment-specific, competency-based, functional English approach to instruction. The guide describes how to plan the program, how to design the curriculum, how to prepare the lessons, and how to evaluate the progress attained.

The appendices include a "worksheet for gathering language needs information at the workplace," model objectives for the on- site/job-specific ESL classes, a model interviewer's guide for informally assessing English proficiency, and a model lesson plan with evaluation forms.

Mark, J.L. (Ed). (1987). Let ABE do it. Basic education in the workplace. Washington, D.C.: American Association for Adult and Continuing Education. (ERIC Document Reproduction No. ED 288080)

This publication highlights business, industry, union, and Job Training Partnership Act (JTPA)-supported efforts to provide public and private employees, as well s some prospective employees, with the basic literacy skills they need to perform in the workplace. Basic or remedial education users listed in this directory include 198 companies or plants; 17 unions; 6 United Auto Workers/General Motors and 4 United Auto Workers/Ford collaboratives; 51 public or nonprofit employers; 23 hospitals, health services, convalescent or nursing homes; 7 colleges or universities; and 144 public job-assistance programs. All of the programs described in this booklet have been submitted by 29 state directors of adult education. They are all Adult Basic Education (ABE) or Adult Secondary (ASE) and/or General Educational Development (GED) programs run by public education systems. Programs are listed by state. Information given for each program includes title, provider, address, contact person, telephone number and description of program. (KC)

Munn, A. (1988). Mathematics for electronics tutorial modules. Adult literacy project. Denison, TX.: Grayson County College. (ERIC Document Reproduction No. ED 301419)

The purpose of this project was to produce an integrated program that effectively improves adult literacy, affects employment, enhances employability, and provides career adaptability. The goals directing these efforts were to design a series of modules for teaching reading, writing, and math, and to provide adults with basic employment skills. This tutorial is to improve the mathematics skills needed for electronics training. The three modules include basic algebra terms, evaluation of algebraic expressions, and scientific notation. Included in each module are objectives, a pretest, exercises, and a posttest. The modules within this project are appropriate for selected vocational clients as well as non-college attending adults such as those participating in Job Training Partnership Act programs. (MVL)

Nickse, R.S. (1984, September). The college work-study adult literacy project. Mass.: National Association of Student Employment Administrators. (ERIC Document Reproduction No. ED 251660)

In academic year 1983-84, 19 postsecondary institutions participated in adult literacy projects under the Federal College Work Study (CWS) Program as part of the National Adult Literacy Initiative. (This report presents data from the 18 projects that returned questionnaires.) Approximately 256 college students tutored in reading, writing, math, and English as a second language or assisted in other jobs related to the delivery of literacy services at sites on and off campus. More than 8,200 adults benefited either directly or indirectly from the demonstration projects. Participating colleges/universities recruited, selected, hired, and trained literacy workers, let a collaborating agency do this, or did it jointly. Recruitment of adult participants was often the task of the collaborating agency. The type of training and inservice varied with job responsibilities, with most having general orientation and specific task-related training. Major problems included the timing of the initiative, which make selection of eligible students difficult, and locating the matching funds and institutional expenses other than the match. Participating academic institutions, college students working on the projects, and communities all benefited from the project. Increases in skills, self-confidence, and motivation were noted in adults who received services. (Names and addresses of participants are appended.) (YLB)

Noe, K. L. S. (1988), June 16). Metacognitive awareness in job-related reading. Paper presented at National Convention of Council on Adult Basic Education, Seattle, WA. (ERIC Document Reproduction No. ED 296163)

For annotation see Teaching Strategies for Workplace Literacy

Perkins, H. (1988). Reading for electronics tutorial modules. Adult literacy project. Sherman/Denison, TX.: Grayson County College. (ERIC Document Reproduction No. ED 298330)

These four modules are designed to improve the basic vocabulary skills of students interested in the field of electronics and to introduce them to some basic vocabulary and information of basic electronics. The exercises, prepared for students reading below the eight-grade level, provide strategies to help students learn the meaning of new words. The four modules are prefixes, suffixes, roots and contexts. Each module begins with the appropriate performance objective. Information material and worksheets are then provided. Answer keys are included. (YLB)

Robinson, S. F. (1986). Literacy training in the workplace: A case study of two utility companies (basic skills, remedial, job training). Dissertation Abstracts International, 47, 05A, 1574. (Publication No. AAC 8612447)

The purpose of this study was to investigate the specific characteristics of literacy training programs of selected utility companies in the metropolitan Washington, D.C. area. The study analyzed these characteristics: curriculum, instruction, program administration, and career development.

The case study methodology, using two utility companies, was chosen for data collection. Data were gathered from these sources: (a) structured interviews with students, instructors, program ad-

ministrators, and company supervisors; (b) classroom observations; and (c) analysis of company and employee records.

The significant findings for each of the characteristics studied indicated: (a) curriculum was designed by PLAN, INC., a nonprofit consulting firm, choosing both job-related and general literacy materials; (b) instructional activities were determined by the consultant and emphasized small group teaching based on students' test scores; (c) administrative issues were mainly the responsibility of company officials, but evaluation was managed jointly by company and consultant; and (d) career development was determined by company officials.

As a result of the findings, it was concluded that: (1) No single, clear model of literacy development was followed; (2) An eclectic approach to instruction was used; (3) Literacy training provided on the job site, with time shared by the employer, was effective; (4) Participants improved their job-related literacy skills; (5) Literacy training improved general organizational effectiveness and affected employee job mobility; (6) Literacy training improved morale and motivation of participants; 7) Planning and developing literacy training were jointly shared between company and consultant.

The findings of the research suggested recommendations for practice and for future research. For the practitioner, it was recommended that (a) professional trade associations establish industry-wide committees to address literacy issues; (b) the human resource staff understand the difference between general training and literacy training; (c) corporate literacy programs focus on specific job-related literacy skills which are reinforced through planned on-the-job experiences; and (d) needs assessments, including a job and task analysis, be conducted to determine the literacy needs of employees. (Abstract shortened with permission of author.)

Rosenfeld, S. A. & others. (1987, June). Learning while earning: worksite literacy programs. Foresight: Model programs for economic development. Research Triangle Park, N.C.: Southern Growth Policies Board. (ERIC Document Reproduction No. ED 291881)

This paper describes four successful and innovative workplace- based literacy programs in the South. The first is a joint program for city municipal workers between the U.S. Naval Air Station in Memphis, Tennessee and the Memphis Literacy Coalition (Project Literacy-Memphis, Inc.). The second is a program at North Carolina State University in Raleigh that serves the school's custodial and maintenance staff. A third is a program at the Newport News Shipbuilding and Drydock Company in Virginia, operated jointly with the local high school. The last is a citywide cooperative effort involving four employers in Albertville, Alabama. In addition, a concluding section summarizes some of the steps that Southern Growth Policies Board states have taken over the past year to meet the objective of the 1986 Commission on the Future of the South to "mobilize resources to eliminate adult illiteracy by 1992." (YLB)

Schmidt, D. and others. (1987), June). Literacy in Missouri. Annual report. University City: Missouri Coalition for Adult Literacy.

In its second year of operation (1986-87), the Missouri Coalition for Adult Literacy (MCAL) greatly expanded its scope and services. Factors contributing to this expansion include the attention generated by Project Literacy U.S. (PLUS) and the use of the Job Training Partnership Act as a funding source. Program accomplishments include the following: (1) creation of a statewide literacy hotline with three incoming lines and a two- person staff working 12 hours daily and 8 hours on weekends to disseminate information about literacy programs and sign up volunteers; (2) cooperation with PLUS, the literacy effort initiated by the Public Broadcasting System and the American Broadcasting Corporation, which aired documentaries about MCAL on their affiliate stations and set up task forces in eight cities across Missouri, fostering linkages among agencies providing literacy programs; (3) expansion of services and programs--from 22 to 29 adult basic education programs, with an increase form 458 to 1,288 volunteers serving 1,323 functionally illiterate adults; (4) expanded cooperative service provision with the Job Training Partnership Act, the State Division of Social Services, and various

local government and private agencies; and (5) creation of a database of statistical information on trained volunteers, number of hours volunteers spend with students, and amount of money saved for the state of Missouri. (The cited document contains 11 appendices of project materials and an annotated bibliography.) (KC)

Spangenberg, G. (1986, July). The broadcast media and literacy. BCEL Newsletter for the Business Community, 1 (8), 4-5. (ERIC Document Reproduction No. ED 300540)

Project Literacy U.S. (PLUS) combines national network television and radio broadcasts with community action, alerting the public to the urgency of the adult illiteracy problem and helping to mobilize efforts to deal with it in towns and cities across the United States. All 525 affiliate and member stations of the American Broadcasting Company (ABC) and the Public Broadcasting Service (PBS) take part by airing programs, member stations take part by airing programs referring individuals to local programs of instruction, and otherwise giving assistance to individuals and groups in their communities. The PLUS initiative is conducted in two phases. The first, in process since January 1986, is focused on building an outreach infrastructure via the local ABC and PBS stations. The second, on-the-air coverage, operated throughout the September 1986-June 1987 broadcast season. The PLUS campaign overlaps, and works in cooperation with, the national multimedia campaign begun in January 1985 by the Coalition for Literacy and the Advertising Council. In some states, special television projects are in progress that will serve to reinforce the PLUS and Advertising Council efforts. However, short-run success in raising public awareness could ultimately result in failure, unless public and private sector funding sources can respond quickly with substantial new monies to support and nurture the new activities that will be generated. (YLB)

Turner, T. C. (Ed.) & Stockdill, S. H. (Ed.). (1987, December). The technology for literacy project evaluation. A special report from the donor review board. St. Paul, MN.: St. Paul Foundation. (ERIC Document Reproduction No. ED 295028)

The Technology for Literacy Center (TLC) was designed to find a new and better way to teach literacy skills to adults by using computers and other forms of technology. It served 1,300 illiterate adults in the St. Paul, Minnesota, area of Ramsey, Washington, and Dakota counties. The project had four major components: direct services, training, research and incentive grants. A formative evaluation of the plan was conducted to identify strengths and weaknesses of the project and to correct them. A summative evaluation (detailed in this report) was conducted to assess the overall merit of the project. Data were collected through standardized achievement tests, group interviews, exit interviews, student questionnaires, learner activity logs, and case studies. The evaluation showed the TLC has been successful and effective meeting its mission. Some of the factors accounting for this success include the technology, the leadership, a dedicated and skilled staff, evaluation, the Donor Review Board, performance orientation, attachment to the St. Paul Public Schools, a multidimensional project conceptualization, special attributes of the Technology for Literacy Center, careful planning, and a culture of learning. Issues identified for discussion included effective use of volunteers, outcome measures, staff development and stress, and funding. (KC)

Wilson, Dr. L. (1989) Spotlight on...one answer for workplace literacy efforts. Online with adult and continuing education: The Newsletter of the American Association for Adult and Continuing Education, 8 (7), 4-5.

This article describes the Job Skills Education Program (JSEP) components, its past successes in the military community in workplace literacy, and its hoped-for success as it is applied to the civilian community to teach adults basic academic and learning skills. The program is 90 percent computer-based instruction that is "job related, self-paced, and individualized." The only requirement for students to take the JSEP is that they be able to read English at an upper primary school level.

RESOURCES FOR WORKPLACE LITERACY

Adult literacy and technology. Guide to recommended literacy software. (1987). Pittsburgh: Pennsylvania State Univ., Univ. Park Inst. for Study of Adult Literacy. (ERIC Document Reproduction No. ED 298261)

For annotation see Model Programs In Workplace Literacy

American Council of Life Insurance. (1980). Financial planning, employee benefits, and you. [A reading workbook]. Washington, D.C.: Education and Community Services. (ERIC Document Reproduction No. ED 202992)

This workbook for adult basic education and adult literacy program students uses financial planning and employee benefits as the content area for teaching reading skills. It is written so that students can work with the material with little help from the instructor. Part 1, the instructional phase, focuses on improvement of reading skills. Its three objectives are to see how ideas relate to each other (signal words), understand the meaning of a word from its use in the sentence (context clues), and understand the major concept of written material (survey of written material). Part 2, the practice phase, is concerned with development of a better understanding of financial planning and employee benefits. Its two objectives are to list steps in financial planning, and use employee benefits to develop a personal and family financial plan. In each part an explanation of the individual skill/objective is followed by an example of how it is used and a written exercise. Answer keys are provided. Part 3 contains a reading test. (YLB)

Bear, D.R. (1987). On the hurricane deck of a mule: Teaching adults to read using language-experience and oral history techniques. Reno: Nevada Univ. Center for Literacy. (ERIC Document Reproduction No. ED 294155)

Designed to instruct adult literacy teachers in using language- experience and oral history techniques and distributed statewide to teachers in Nevada. This manual presents reading materials, diagnostic packages, and guidelines for adult literacy program organization. The first of three chapters begin with an introduction to the manual, and defines three types of adult readers--beginning (first to third grade levels), transitional, (fourth to sixth grade levels), and specialized (functioning above sixth grade level but in need of specialized literacy training). In the second chapter, diagnostic teaching principles are outlined, informal measures of literacy proficiency and informal reading inventories are presented, and implications for teaching the beginning reader are discussed. The third chapter of the manual focuses on developing on Oral History program, and includes sample lessons for all three reading levels. A selected bibliography is appended for oral history in the classroom; the language-experience approach; literature, folklore, and histories based on oral records and articles and books on adult reading education. In addition, the following appendices are provided: (1) a case study of a 35 year old male in an adult literacy program; (2) a literacy proficiency manual, with a case summary sheet, pupil interview schedule, informal test of early word knowledge, and evaluation guide for writing; (3) student passages of adult informal reading inventory; and (4) dictations, written accounts, and interviews. (MN)

Belcher, J. O. & Warmbrod, C. P. (1987). Literacy enhancement for adults. (OPTIONS Expanding educational services for adults). Columbus: Ohio State Univ. National Center For Research in Vocational Education. (ERIC Document Reproduction No. ED 288990)

This monograph is part of OPTIONS, a packaged set of materials developed to provide postsecondary administrators, program planners, curriculum developers, counselors, and instructors with up-to-date, reliable information. This volume and two other monographs are intended to enable counselors and instructors to establish and conduct special services to meet the learning and career needs of adult populations. This publication provides the literacy enhancement program planner with the demographic information, program development considerations, and remediation strategies needed to

implement a successful program. Part I discusses the characteristics of illiterate speakers of English. An examination of employers' literacy competency needs results in a checklist of literacy competencies required for entry-level employment and for career advancement. Guidelines for assessing the basic skills of literacy program clients are presented along with criteria for selecting instructional materials most appropriate to the needs of the program's clients. Two models for the development of a literacy enhancement program are outlined. Part II considers planning and implementing programs of literacy instruction for nonactive speakers of English in a vocational context. Brief descriptions of various types of English-as-a-second-language (ESL) programs and a model for vocational ESL delivery are given. Part II then presents an overview of the latest and most successful strategies being used in vocational education. (YLB)

Berg, J. L. P. & Wallace, V. A. (1980). A selected bibliography of functional literacy materials for adult learners. Upper Montclair, N.J.: Montclair State College. (ERIC Document Reproduction No. ED 199551)

This document is a selected, annotated bibliography of materials published in the area of coping skills for adults with functional reading skills. Publications are listed alphabetically by title under the following general topics: general coping skills; newspapers; occupational information; consumer economics; pregnancy and parenting; housing; travel and transportation; health; personal development, decision making, and mental health; community resources; signs, forms reading labels and directions; mathematics; cars and driving; government, law and voting; and communications. Reading levels are given for most materials. The materials listed are those presently on hand at the Adult Education Resource Center at Montclair State College. (KC)

Bernardon, N. L. (1989, January). Let's erase illiteracy from the workplace. Personnel, 66, 29-32. (ERIC Document Reproduction Service No. EJ 381481)

Future jobs will require a higher level of literacy, yet the workforce will contain a larger percentage of undereducated employees. Business must work with other sectors to fill the skill deficiency gap. Several interactive video programs have been developed to help employees improve basic skills. (CH)

The bottom line: Basic skills in the workplace. (1988). Washington, D.C.: Department of Education and Labor. (ERIC Document Reproduction No. ED 291922)

This booklet provides guidelines for setting up workplace programs to strengthen employee basic skills. It is intended to help employers who are contemplating the establishment of basic skills training programs and those with programs already in place who seek to improve their current designs. Part I addresses the basic skills problem in the workplace, the need to meet workplace literacy demands, and how to build a literate work force. Part II focuses on how to identify workplace literacy problems. Guidelines are provided on how to conduct a literacy audit. Part III presents the methodology for solving workplace literacy problems through implementation of a training program. It covers these steps: designing the training program, setting goals, assessing available resources, recruiting trainees, working with partners, building the curriculum, and evaluating the program. Part IV contains a listing of references and suggested readings, as well as brief descriptions and addresses for additional sources of information (YLB)

Business Council for Effective Literacy. (1986, September). Developing an employee volunteer literacy program. BCEL Bulletin, 1. (ERIC Document Reproduction No. ED 278782)

For annotation see Model Programs In Workplace Literacy

Business Council for Effective Literacy. (1987, June). Job related basic skills. A guide for planners of employee programs. (BCEL Bulletin, 2) New York, N.Y.: BCEL. (ERIC Document Reproduction No. ED 285974)

This bulletin for businesses is a step-by-step guide to planning and implementing an effective job-related employee basic skills program. Part 1 provides general principles to guide the effort. It addresses literacy and basic skills, the importance of context, and changing requirements for literacy. A preview of key program principles concludes this section. Part 2 discusses 12 basic steps to take in deciding on the purpose and content of a basic skills program, implementing it, and assuring it will be effective. Part 3 considers some special issues including scheduling classes, when a general literacy program is appropriate, the role of volunteers, limited English speaking employees, small businesses, very big businesses, the role of unions, computers, setting realistic expectations, and whether a business should start with a pilot program. Fourteen illustrative cases are provided throughout the guide. Appendices include contacts for advice and referral with area(s) of expertise indicated, a list of background reading, and an exemplary model. (YLB)

Carnevale, A.P., Gainer, L.J., & Meltzer, A.S. (1990, May). Workplace basics training manual. ASTD Best Practices Series, (3).

This is a companion volume to the Workplace Basics book. Based on the three-year study on the essential skills required for the changing work force, this manual provides step-by-step guidelines for developing and implementing effective training programs of all kinds, and, in particular, workplace basics training programs. As its companion book details, "workplace basics" include such competencies as learning how to learn, oral communication, and group effectiveness, as well as basic reading, writing, and computation skills. The manual also describes the key elements of a training action plan, strategies for gaining support and commitment from management and unions, selection of facilitators, and more. (ISBN 1-55542-204-7)

Catalog of adult education projects. Fiscal year 1985. (1984). Washington, D.C.: Office of Vocational and Adult Education (ED)/Clearinghouse on Adult Education. (ERIC Document Reproduction No. ED 251675)

Designed to provide information about projects funded by states under Section 310 of the Adult Education Act, this catalog lists 400 projects. It is the eighth in a series of annual listings of special projects and staff development programs. The 400 projects are divided into 18 categories or subject areas. These categories are administration, assessment, community linkage, correctional education, counseling, diploma programs, disabled adults, dissemination, employability, English-as-a-second language, evaluation, general educational development, life skills, literacy, recruitment, staff development, technology, and volunteers. Information provided for each project includes project number, project title, funding, contact person with addresses and telephone number, description, and product. A cross reference index identifies areas addressed by projects in addition to the major subject area under which they are categorized. Addresses and telephone numbers of state directors of adult education are appended. (YLB)

Chandler, C. E. (1987). Newspapers meet the challenge: Literacy handbook. Washington, D.C.: American Newspaper Publishers Association Foundation. (ERIC Document Reproduction No. ED 300835)

Designed to encourage newspaper involvement in adult literacy and to assist in launching newspaper literacy campaigns, this handbook complements the American Newspaper Publishers Association Foundation's slide/video media show. The handbook is in five sections: (1(The Challenge; (2) Why Become Involved in Literacy? (discussing personal and social costs, economic and business costs, and the impact on the future of newspapers; (3) Newspapers' contribution; (4)Press To Read (a newspaper literacy campaign launched in 1986); (5) How To Start Your Newspaper Literacy Program (form a task force, decide extent of effort, and provide a focus: a newspaper workplace literacy program, a community-wide literacy project, or a literacy funding project). Three appendices include information on literacy resource organizations, literacy resource materials, and state literacy ranking. (SR)

Conklin, N. F. & Reder, S. (1985, November). Changing channels: A guide to functional literacy for the automated workplace. Portland, Oregon: Northwest Regional Educational Lab. (ERIC Document Reproduction No. ED 264395)

This paper was designed to assist educators and employers as they plan curricula in language and communication skills for students and employees entering, or experiencing a transition to, automated work settings. The strategies presented in this paper may be adaptable to secondary school business skills and basic English courses, pre-employment training programs, and employee training and retraining departments within corporations and public agencies. The four sections of the paper discuss the following topics: the automating workplace and the knowledge worker; communication as a means of production in the information economy, including automation tools and techniques; the automated workplace; literacy in evolution; and literacy training for workplace automation. This last section includes information on training for functional competence, functional literacy skills, topics for functional literacy training, and training delivery models. A bibliography completes the paper. (KC)

Darling, S. & others. (1983). Attitudes, application, action: Employability skills for adult literacy students. Louisville, Kentucky: Jefferson County Public Schools. (ERIC Reproduction No. ED 235322)

This instructor's guide, one in a series of works dealing with adult literacy education, consists of materials for use in helping adult literacy students to develop employability skills. Addressed in the individual sections of the guide are assessing job skills, attitudes, resumes and job applications; job interviews; keeping a job; and establishing contacts via telephone. Each section contains some or all of the following: an introductory note to the instructor concerning the special needs of undereducated adults and suggested teaching strategies, one or more student activities, sample forms and documents, and lists of helpful suggestions for getting and keeping a job. (MN)

Drew, R. A. & others. (1988). How to gather and develop job specific literacy materials for basic skills instruction. [A practitioner's guide]. The work-education bridge. Bloomington: Indiana Univ., Bloomington School of Education. (ERIC Document Reproduction No. ED 297160)

This practitioner's guide was developed for instructors in schools and business and industry who need to gather materials and design, develop, and implement job-specific basic skills programs. It provides a practical model for establishing cost- effective basic skills and literacy programs. It also provides practical advice about how to use the information to develop instructional materials and basic skills job simulations. The guide covers the following ideas: Why take a job-related approach?; What is literacy task analysis?; needs analysis; and conducting a literacy task analysis. A bibliography is included. Extensive appendices provide a step-by-step walk-through for gathering or developing materials for a literacy program for a company or industry. They include site interview guidelines, materials for low-literate adult learners, vocabulary exercises, sample lessons, readability formulas, and resources. (KC)

Edgar, S. K. (1976). Consumer economics. Adult basic education project REAL: Relevant education for adult learners. [Teacher guidebook and study activity book]. Ohio: Warren City Schools. (ERIC Document Reproduction No. ED 301705)

This packet contains both a teacher's guide and a student activity book designed to help adult students acquire consumer information. Both booklets cover the following topics: bank accounts (checking accounts, savings accounts, other banking services), budgeting money, understanding and using credit, comparative shopping, fraudulent persuasion, and consumer complaints. The teacher's guide contains content information and step-by-step guide to each lesson. It also contains a glossary, a bibliography of consumer economics materials, a consumer economics materials grid, and a list of related sources and projects. The student activity book includes information related sources and projects. The student activity book includes information sheets, vocabulary exercises based on the content of the lessons, and activity sheets. A glossary and answer key to the exercises are included. (KC)

Edgar, S. K. (1976). Health and family living. Adult basic education project REAL: Relevant education for adult learners. [Teacher's guide and student activity book]. Ohio: Warren City Schools. (ERIC Document Reproduction No. ED 301704)

This packet contains both a teacher's guide and a student activity book designed to help adult students learn about health and family living. Both booklets cover the following topics: health in the home, safety in the home (safety tips concerning children, tips on indoor safety, indoor safety, first aid), helping children with school activities, leisure time and recreation, and food and nutrition. The teacher's guide contains content information and a step-by-step guide to each lesson. It also contains a glossary, a bibliography of health and family living materials, a materials grid, and a list of related sources and projects. The student activity book includes information sheets, vocabulary exercises based on the content of the lessons, and activity sheets. A glossary and answer key to the exercises are included. (KC)

Edgar, S. K. (1976). Occupational knowledge. Adult basic education project REAL: Relevant education for adult learners. [Teacher guidebook and student activity book]. Ohio: Warren City Schools. (ERIC Document Reproduction No. ED 301701)

This packet contains both a teacher's guide and a student activity book designed to help adult students prepare to find and keep a job. Both booklets cover the following topics: preparing oneself and looking for jobs, filling out applications and other forms, writing resumes, preparing for an interview, and keeping a job. The teacher's guide contains content information and a step- by-step guide to each lesson. It also contains a glossary, a bibliography of occupational knowledge materials, materials grid, and a list of related sources and projects. The student activity book includes information sheets, vocabulary exercises based on the content of the lessons, and activity sheets. A glossary and answer key to the exercises are included. (KC)

Ellowitch, A. (1983). A curriculum in employment: Women and the world of work. Philadelphia, PA.: Lutheran Social Mission Society and Settlement House. (ERIC Document Reproduction No. ED 246214)

Developed by the Lutheran Settlement House Women's Program, a community-based multi-service organization in a multi-racial, multi-cultural area of Philadelphia, this curriculum guide presents a practical approach to teaching basic reading skills. The curriculum materials, which are suitable for reproducing and handing out to students, combine basic skill development with content drawn from students' experiences and daily concerns. Topics covered in the reading lessons include finding out about one's past, women and the world of work, nontraditional work, working conditions, solutions to the problem of illiteracy, and balancing work, home, and self. Each lesson consists of a short story written in the first person, discussion questions, and language activities, such as phonics. The guide also contains information about the Women and the World of Work Project, the theory and methodology of teaching the adult non-reader, the mechanics of reading, and how to use the language activities. (KC)

Fenholt, J. S. (1988). Ready to read. (Report No.: ISBN-0- 538-14650-8). (ERIC Document Reproduction Service No. ED 302840)

This workbook is focused on helping students learn how to use the newspaper as reading material. The workbook contains 26 lessons with short word lists at the beginning of each lesson and exercises which utilize the words from the word lists. The guide also includes five self-check exercises. (MS)

Foster, S. E. (1988), December). Professionalization of the adult literacy workforce. Background paper prepared for project on adult literacy. Ct.: Southport Inst. For Policy Analysis, Inc. (ERIC Reproduction Service No. ED 302680)

As the literacy requirement for functioning in today's society continue to increase, so do the qualifications and level of professional development that is expected of those who provide literacy education to adults. Historically, it has been assumed that, with a modest amount of preparation, anyone can teach any other adult to read. Recently, however, there has been increasing recognition of the fact that this is not the case. In the array of currently existing professional development opportunities available to literacy staff, there is no agreement on what constitutes adequate training. Despite agreement among the leaders in adult literacy throughout the nation that preservice and inservice training are needed, there is no support system for professional development in the field of adult literacy. Advancing the state of the art of literacy education requires building a profession. Standards related to what should be taught, who will be taught, what methods and techniques will be used, and how programs and staff will be assessed and evaluated must be developed. Adopting a set of standards is not sufficient by itself. It will also be necessary to create an institutional infrastructure to support professional development, change the culture of literacy providers, and provide the resources that teachers and administrators need to take advantage of training and professional development opportunities. (MN)

Green, R. E. (1983, November). A compilation of state statutes that include education/training benefits for senior citizens. Virginia. (ERIC Document Reproduction No. ED 236365)

This compilation, consisting primarily of state statutes providing education and training benefits for senior citizens, focuses on the accessibility of educational opportunities to older adults across the country. Included in the first part of the volume are excerpts from federal education laws dealing with education and training for older Americans as well as the text of the Older Americans Act of 1965. The next section of the compilation contains tables of data dealing with the educational attainment of the noninstitutional older adult population in basic and secondary education, adult illiteracy, the national distribution of older Americans, and states having statutes that contain adult education and senior citizen entitlements. Presented in the final portion of the compilation are the statutes providing education and training for senior citizens that exist in each of the 50 states, the District of Columbia, American Samoa, Guam, the Northern Marianas, Puerto Rico, the Trust Territories, and the Virgin Islands. (MN)

Guidelines for developing an educational program for worker literacy. (1986, July). Boston: Massachusetts State Executive Dept. (ERIC Document Reproduction No. ED 284071)

The guidelines in this paper were developed to assist Massachusetts Private Industry Councils, social agencies, unions, businesses, and education providers in designing educational programs appropriate to the workplace. The focus is on literacy education. The paper is organized in four sections. The first section briefly examines the background of adult literacy needs and problems. The second section, which makes up the bulk of the paper, provides suggestions for program development. Areas covered include publicity, building peer and supervisor support, class locations, educational approaches, student/teacher ratios, competency-based instruction, assessment tools, and curriculum development. The third section discusses performance goals and how they are affected by the level of the learner, intensity of the learning experience, the availability of learning supports, and the motivation of learner. Finally, the fourth section suggests contacting the Office of Training and Employment Policy (OTEP), Office of Economics Affairs, for information on curriculum development, competency-based education, and computer-assisted instruction. (KC)

Gunter, J. (1975). Letter fluency games. Technical Note No. 3. Quito, Ecuador and Amherst, Mass.: Ministerio de Educacion Publica and Mass. Univ. Center for International Education. (ERIC Document Reproduction No. ED 175024)

A variety of fluency materials--inexpensive games and exercises designed to offer learners practice in the component skills necessary for literacy--are discussed in this report. Various sections contain discussions of the materials within the context of a broader literacy project, the materials and the levels of organization of written language, learner initiative, the "rubber stamp" literacy method, and

evaluation of the fluency materials. An appendix contains descriptions of 14 literacy fluency games and exercises, including "el chulo," "concentration," "lottery," "letter chips," "word bingo," "letter dice," "letter rummy," and "the sentence game." (FL)

Howard, O. (1988). Social/personal skills modules. Adult literacy project. Sherman/Denison, Tex.: Grayson County College. (ERIC Document Reproduction No. ED 298329)

This personal/social skills training series consisting of five modules is designed to complement basic academic skills and employment training. The objective of the training is to address the affective competencies that adults need to attain and succeed in vocational training and employment. An introduction provides materials for the facilitator, including a list of resource materials, a bibliography, and audio-visual materials. Each module begins with a training outline for structuring each training session. The outline provides for instruction, modeling, self-assessment activities, experiential activities, and feedback and reinforcement. A script serves as a guideline for introducing activities and skill rehearsal. An outline is also presented to provide instructions for using the materials in the module. Activity sheets for each activity list goals, describe group application, and set forth the procedure. Module topics are self-awareness, assertiveness skills, problem solving and decision making , stress management skills, and communication skills. (YLB)

Howell, S. (1988). Pre-employment and employment skills modules. Adult literacy project. Sherman/Denison, Tex.: Grayson County College. (ERIC Document Reproduction No. ED 298328)

These 10 modules provide job search training for adults and youths. The activities can be modified for nonreaders, those with limited academic skills, unemployed professionals, persons with limited work experience, potential dropouts and other unemployed youth, older job seekers, and persons with mental handicaps. Introductory materials are intended to help the facilitator of the job search training sessions get started. This basic information is provided for each module: time frame, session type, key concepts, and list of competencies. Exercises in each module provide a brief description of the exercise and steps to follow. Module topics are introduction to job search skills training, understanding the power of the skills triad (transferable and self-management skills), identifying and meeting the employer's expectations, collection of data (personal data booklet development), collection of data (personal data booklet), application preparation, developing telephone contacts, the interview process (peer practice), the interview process (video interview), and developing job leads. (YLB)

Imel, S. (1988). Workplace literacy programs. (ERIC Digest No. 76). Columbus, Ohio: ERIC Clearinghouse on Adult, Career, Vocational Education. (ERIC Document Reproduction No. ED 292974)

During the first half of the 1980s, the focus of the literacy movement was on strengthening literacy programs through the recruitment of volunteers. Although these early efforts are continuing, the focus in adult literacy has changed. Job-related or workplace literacy has become a national priority, and the impact of adult illiteracy on private industry is becoming increasing visible. Demographic factors and changes in jobs are also creating a need for workplace literacy programs. Workplace literacy and general literacy differ in purpose. A number of recent studies have examined the literacy skills that individuals need in order to succeed in the workplace. These studies have resulted in the publication of a number of lists for work-related reading, writing, speaking, listening, mathematics, scientific, and reasoning skills. Industry-based literacy approaches can be divided into two groups: (1) pre-1980, viewed primarily as traditional benefits for the employee, and (2) post-1980, viewed primarily as instruments for achieving the company's advanced technology goals. Unlike traditional literacy programs, which were generally initiated in an era of company prosperity and security, the new literacy skills programs were initiated in an era of foreign competition and rapid technological change in response to the realization that many employees lacked the basic skills with which to acquire more technical skills. Most industry-based literacy training occurs on the company site, partly for the

sake of employee convenience and partly because many employees find schoolroom environments inhibiting. Several guides in developing workplace literacy programs have been published, and four of these are briefly described. A list of 12 references is also provided. (MN)

Jacob, E. & Crandall, J. (1979, June). Job-related literacy: A look at current and needed research. Paper presented at the Functional Literacy Conference, Bloomington, In. (ERIC Document Reproduction No. ED 178903)

In response to the Mikulecky and Diehl examination of work- related literacy, this paper points out the need for data based on ethnographic approaches to research and more realistic assessments of text difficulty. Also suggested are questions to which future research might respond: How much of functional literacy is really functional competency? Do we over estimate literacy demands? Does literacy play a symbolic role in distinguishing high-status, high-income occupations from lower- status, lower- income occupations? How do adults develop job reading ability while on the job? What techniques could those teaching reading employ to more closely simulate that learning? Problems with using readability formulas are pointed out, and the use of cloze tests is recommended as a better approach to measuring literacy levels. Also noted are the parallels between adult reading programs and adult English as a second language programs. (AEA)

Kazemak, F. E. (comp.) & Rigg, P. (comp.). (1984). Adult literacy: An annotated bibliography. Newark, Del.: International Reading Association. (ERIC Document Reproduction No. ED 248484)

Intended for use by literacy workers, teacher trainers, and program developers and directors, this annotated bibliography brings together the most current writings about adult literacy education available in journals, books, and ERIC documents. The entries are arranged into five sections: (1) the state of adult literacy, both in the United States and internationally; (2) ways of looking at literacy; (3) critiques of current philosophical assumptions about literacy; (4) literacy related research; and (5) teaching methods. (FL)

Kreitlow, B. W. (1981, March). Teaching the adult of the"80's". Paper presented at the Annual Meeting of the Michigan Reading Association, Grand Rapids, MI. (ERIC Document Reproduction No. ED 207009)

Intended for reading specialists and adult education teachers, this paper assesses the current state of adult basic skills, the general education degree, and English-as-a-second language teaching. The first part of the paper consists of a series of tables representing demographics of participants in adult education programs. The second part discusses the problem of low self-esteem found in many adult basic education students and how this affects the qualifications required of adult education teachers. The third part of the paper outlines the responsibilities of an adult education teacher, and discusses the frame of mind necessary to be successful and to make the experience of teaching adults a rewarding one. (HTH)

Lawson, V. K. (ed.) & McKallip, J. (Ed.). (1984). Management handbook for volunteer programs. Syracuse, N.Y.: Literacy Volunteers of America, Inc. (ERIC Document Reproduction No. ED 292947)

This handbook, which is designed to explain the steps entailed in organizing and administering a volunteer adult literacy program, is organized into three main sections. The following topics are discussed in the opening section on program organization; planning a program calendar; recruiting, training, and establishing the duties of the program board; developing a budget and obtaining funds by writing proposals; and planning and implementing an evaluation, using experts in evaluation, and incorporating evaluation results into program planning efforts. The second section on direct service management deals with keeping records and writing reports as part of a program's accountability efforts; recruiting and interviewing volunteers; and providing tutors with orientation, preservice, and inservice training; matching students and tutors; providing supportive services to students and tutors; and recog-

nizing the work of volunteers. The third section is a reprint of an article by Jonathan McKallip entitled "Use Volunteers Successfully." Appendices include a bibliography, a list of terms commonly used in Literacy Volunteers of America publications, job descriptions for basic reading/English as a second language tutorial project, and sample fundraising letters and forms. (MN)

Leighton, M. S. (1985). Improving literacy through effective job training programs. Dissertation Abstracts International, 46, 07A, 1808. (Publication No. AAC 8520721)

This study examined aspects of educational productivity in selected job training centers run by a partnership of national community-based organization and a major corporation. Its purpose was to explore ways educational research can be used to help job training centers address the problem of widespread functional illiteracy among adults. Three questions were considered: (a) Are the effective schools characteristics identified in elementary and secondary settings (e.g., Hersh and Walker, 1981) useful in assessing job training operations? (b) To what extent and in what ways do effective schools' characteristics affect training productivity? (c) Does the effectiveness of basic skills instruction in job training affect other skill acquisition or ultimate job retention? Field study methodology was used, including observations of facilities and training activities, structured and unstructured interviews, a survey of staff and students, and examination of selected center documents. Two-day site visits were made to twelve centers across the country. Data supported the assumption that effective schools' characteristics can be found in centers in forms quite similar to those in other educational settings. The absence of comparable outcome measures of skill acquisition limited ability to define precisely or quantity the contribution of effective schools characteristics to center productivity. Although the conventional wisdom of center personnel is that basic skill proficiency is essential to job retention, few measures are made in the field to provide unequivocal support for that idea. Possibly significant variations in local center service delivery structures and client groups may continue to make difficult the collection of comparable data. It was nevertheless apparent from subject response to the study that effective schools research can be used to great advantage by training center personnel. Recommendations about how this might be done are included.

Marchilonis, B. A. & Diebuhr, H. (1985, January). Television technologies in combating illiteracy. [A monograph]. San Francisco, Calif.: Far West Lab for Educational Research and Development. (ERIC Document Reproduction No. ED 253772)

Responding to a need indicated by President Reagan's 1983 Initiative on Adult Literacy, this monograph considers the past, present, and future uses of television technology in literacy programs. Recognizing the amount of time Americans spend viewing television and the new possibilities for service delivery offered by such technological developments as cable TV, videocassettes, and videodiscs, the document presents a classification scheme of literacy levels, examines literacy programming of the 1950s, 1960s and 1970s, and describes the British Broadcasting Corporation's pioneering outreach programs. Advantages and disadvantages of TV as an instructional medium are considered, as well as the potential audience; kinds of programming at federal, state, and local levels; new applications of existing programs; and the use of innovative technologies to reach adult illiterates. The authors conclude with a moderate view of electronic media as part of an ecology of learning and stress the need for engaging leadership to meet the literacy challenge, perhaps in the spirit of a campaign or competition that motivates other areas of American life. An appendix provides a comprehensive list of literacy television programs, including titles, descriptions, and information on availability. References are also listed. (SK)

Mid-York Library System. (1988, March). Literacy: A key to success. [A literacy handbook]. (2nd ed.). Utica, N.Y.: Mid- York Library System. (ERIC Document Reproduction Service No. ED 303180)

Designed to provide a comprehensive literacy reference for public libraries, this handbook presents a glossary of terms, background information on functional literacy, and brief reviews of 14 additional topics: (1) literacy statistics; (2) adult performance levels; (3) the problem of adult education.

(4) illiteracy generates itself; (5) about adult learners; (6) libraries and literacy; (7) national organizations; (8) recruiting adult new readers; (9) recruiting volunteer tutors; (10) collection development; (11) publishers of books for adult new readers; (12) the Coalition for Literacy; (13) a sample press release announcing the availability of an adult new reader collection; and (14) a list of 12 sources for background information on functional illiteracy. A list of 15 Mid-York libraries housing literacy core collections as of January 1988 is appended. (CGD)

Smith, B. & others. (1987). Marketing your adult literacy program. A "how to" manual. Altamont, NY.: Inter-organizational Relationships Ltd. (ERIC Document Reproduction No. ED 290873)

This guide, which was originally developed for use in a training workshop, is intended to assist adult educators in learning to market their adult literacy programs. The first chapter outlines the main principles of social marketing and public relations. An overview of the operation of a social marketing campaign on adult literacy is provided next. Chapter 3 discusses the procedures entailed in beginning a marketing campaign. The following aspects of selling an adult literacy program are covered next: developing a theme; choosing promotional activities (the value of newspapers, steps to better press releases, editors' style points, and the role of the media in marketing); Madison Avenue-style packaging, and ways of identifying resources. The final two chapters are devoted to evaluating a social marketing and public relations campaign on adult literacy and completing a marketing plan. The appendix includes sample 30- and 60-second public service announcements and two student spotlights (one describing a male and the other describing a female program participant). (MN)

Special answers for special needs. A guide to available 310 resources. (1986, Jul.). Washington, D.C.: Office of Vocational and Adult Education (ED). (ERIC Document Reproduction No. ED 271572)

This guide describes 25 resources intended to assist those providing adult basic education (ABE) services and provides information concerning the sources and cost and availability of these publications. Described in the guide are three works dealing with strategies for recruiting ABE students; seven works dealing with disabilities (learning disabilities, physical disabilities, visual impairment, mental retardation, and deafness); one work each on corrections education and employability training; four works dealing with English-as-a-second-language (ESL) (including guides for integrating ESL into the workplace and using a family approach; four works on adult literacy instruction (including information on forming a literacy coalition and publishing an anthology of adult student writing); two works on parent education (dealing with home education and an intergenerational reading project); and three works on using volunteers in adult education. (MN)

Spence, M. C. (1985). Job search workbook. [Tutor manual]. Pleasant Gap, PA.: Centre County Vocational-Technical School/County Development Center for Adults. (ERIC Document Reproduction No. ED 281032)

This manual is intended to assist tutors participating in a program to help nonreaders develop job search skills. The first two sections give an overview of the program and present general guidelines for working with students. Detailed suggestions are provided for working with students in sessions addressing the following questions: Am I ready to look for a job? What kind of job do I want? What do I want and need in a job? Where are the jobs? How do I fill out a job application? What is a resume? What do I say on the phone? What do I do at an interview? How do I keep on looking? Now that I've got it, how do I keep it? Each session is divided into three parts. The first part looks at current job leads and what can be done right away. Part 2 teaches the new objective for the lesson and may include activities. The final part gives assignments to be carried out before the next meeting. The ninth session is intended for use after the student has obtained a job, and the eighth session is intended to set a framework for continuing the job search for as many sessions as is necessary. The document closes with a list of effective ways to work with adult students and a four-page list of references for tutors and students. (MN)

Waite, P. A. (1984). The development of a handbook for the establishment of on-site literacy programs in business and industry (basic skills, remedial). Dissertation Abstracts International, 45, 11A, 3264. (Publication No. AAC 8501906)

This project documents the development and completion of a research-based handbook designed to assist individuals in the planning and implementation of on-site literacy programs in businesses and industries. The handbook, which is included, was completed based on a survey of existing programs, on-site visitations and a field-test of the handbook draft. The completed handbook contains chapters on Decision-Making, Planning, Industry Assessment, Staffing, Site Selection, Student Services, Instruction Evaluation and Related Issues. Each chapter is based on the collective experience of various programs surveyed or visited. The handbook identifies the critical components which should be considered in developing an on-site literacy program. In addition, it outlines specific steps which might be considered in the establishment of on-site programs.

To gather the information contained in the handbook, existing programs were surveyed to identify those components they felt were most important to the development and operation of their program. Five exemplary programs were identified for on-site visitation and interviews. A draft handbook was field-tested at two sites where businesses were beginning on-site literacy programs. Input from these programs was incorporated into the final draft of the handbook. The process document accompanying the handbook details the handbook development process.

Workplace literacy. Focused access to selected topics (FAST Bibliography No. 1). (1988). Bloomington, IN.: ERIC Clearinghouse on Reading and Communication Skills. (ERIC Document Reproduction No. ED 293093)

Compiled to assist those who are interested in building better workplace literacy programs, the first ERIC/RCS FAST (Focused Access to Selected Topics) Bibliography is a selection of representative documents from searches of the ERIC database. The bibliography is divided into the following groups: eight sources that provide an overview of concerns about workplace literacy; five general background sources; five sources which help define workplace literacy; and five descriptions of programs/projects. A brief annotation accompanies each item. (JK)

TEACHING STRATEGIES FOR WORKPLACE LITERACY

Barbee, D. E. (1986, October). Methods of providing vocational skills to individuals with low literacy levels: The U.S. experience. (Discussion Paper No. 1). Geneva, Switzerland: International Labour Office. (ERIC Document Reproduction No. ED 284958)

This paper describes the U.S. experience in providing vocational training to the low-literate. Chapter I presents an overview of the problem. It discusses the changing nature of work, the workplace, the worker, and vocational training itself. Chapter II describes the U.S. experience in the training of low- literates. The approaches, methods, and techniques developed in the United States to train individuals with low literacy levels (ILLL's) are examined. They include the "functional context" approach to instruction (the most efficient and cost-effective method) and the "Comprehensive Competencies Program." The microcomputer, videodisc, and compact and optional discs are discussed in terms of their practical applications in the design, development, delivery, management, and evaluation of training programs. Chapter III proposes guidelines for the development of vocational training programs for the low-literate based on relevant U.S. experience. The guidelines will need to be adapted according to the varying conditions for literacy from country to country. Chapter IV presents six case studies that exemplify the U.S. experience in vocational training for individuals with low literacy levels. A developmental model of literacy and a bibliography are appended. (YLB)

Basic skills and unemployed adults. A report on ALBSU/MSC demonstration projects. (1987, March). London, English: Adult Literacy and Basic Skills Unit; Manpower Services Commission. (ERIC Document Reproduction No. ED 292986)

Six demonstration projects were conducted in England to identify and help meet the basic communication needs of individuals who embarked on work-related skills training. Unemployed adults were divided into two strands. Strand A concentrated on those adults who without significant help with basic communication skills would be unable to reach the threshold to training or employment. Strand B concentrated on those who were already taking part in courses of work preparation but who still needed some help with basic communication skills to make progress. The projects showed that not only do many unemployed adults have difficulties with basic skills, but that it is difficult to separate them arbitrarily into two discrete groups. Stand A projects were particularly successful in improving attainment levels in basic skills among those with real problems and improving their chances of gaining employment. The assumption in Strand B that basic communication skills needs existed within groups attending work preparation courses was confirmed. Assessing needs in vocational context was both effective and acceptable to trainees. Strand A courses were particularly innovative in developing new curriculum and materials to help trainees develop their basic skills in a work- related context. Both Strand A and B projects demonstrated new and practical ways of assessing literacy and numeracy needs. (YLB)

Bear, D.R. (1987). On the hurricane deck of a mule: Teaching adults to read using language-experience and oral history techniques. Reno: Nevada Univ. Center for Literacy. (ERIC Document Reproduction No. ED 294155)

Designed to instruct adult literacy teachers in using language- experience and oral history techniques and distributed statewide to teachers in Nevada. This manual presents reading materials, diagnostic packages, and guidelines for adult literacy program organization. The first of three chapters begin with an introduction to the manual, and defines three types of adult readers--beginning (first to third grade levels), transitional, (fourth to sixth grade levels), and specialized (functioning above sixth grade level but in need of specialized literacy training). In the second chapter, diagnostic teaching principles are outlined, informal measures of literacy proficiency and informal reading inventories are presented, and implications for teaching the beginning reader are discussed. The third chapter of the manual focuses on developing on Oral History program, and includes sample lessons for all three reading levels. A selected bibliography is appended for oral history in the classroom; the language-experience

approach; literature, folklore, and histories based on oral records and articles and books on adult reading education. In addition, the following appendices are provided: (1) a case study of a 35 year old male in an adult literacy program; (2) a literacy proficiency manual, with a case summary sheet, pupil interview schedule, informal test of early word knowledge, and evaluation guide for writing; (3) student passages of adult informal reading inventory; and (4) dictations, written accounts, and interviews. (MN)

Campbell, R. E. & Sechler, J. A. (1987). Adult literacy: Programs and practices. (Research and Development Series No. 265A). Columbus: Ohio State Univ. National Center for Research in Vocational Education. (ERIC Document Reproduction No. ED 284978)

A study was conducted to improve the link between basic skill instruction and entry into various vocational training programs. Data were collected from the following sources: current professional literature developers and publishers of adult basic education (ABE) instructional materials; consultations with experts in the fields of adult literacy, ABE, and vocational education; national and regional conferences on adult and vocational education; and field visits to numerous educational institutions and agencies that provide ABE and vocational training a considerable quantity and variety of commercial and noncommercial ABE and English-as-a-second-language (ESL) instructional materials were found to be available; however, very few materials for ABE in the vocational education context were found. The 132 basic skills identified by the study and validated by a panel of experts is divided among five areas: reading, mathematics, writing, listening and speaking. It was concluded that basic skills instruction intended to prepare adults for entry into vocational programs should be individualized, use performance-based processes, be geared toward student success, use pre- and posttests, be relevant, review and reinforce the skills that are taught, and address individual student learning styles. Given the range of learning needs that ABE and ESL students present and the limited funds available for purchasing materials, it was concluded that materials selected for purchase should be practical, methodologically sound, relevant to vocational training, well written, well designed, and people oriented. (A section containing recommendations geared specifically toward practitioners, researchers, and policymakers concludes the guide.) (MN)

Carnevale, A. P., Gainer, L. J., & Meltzer, A. S. (1990, April). Workplace basics: The essential skills employers want. ASTD Best Practices Series, (2).

This volume details the findings of the three year ASTD/U.S. Department of Labor nationwide study on how to develop skills essential to the changing work force and meet today's business requirements and those of the next decade. The authors reveal that the basic skills once required have now expanded to include such skills as adaptability, creativity, group effectiveness, and the most fundamental of all, learning how to learn. These skills, as well as reading, writing, computation, and other specific competencies now constitute "workplace basics." This new book provides a foundation for revising curricula or developing new instructional materials for teaching workplace basics and offers guidelines for establishing effective training programs around these essentials. (ISBN 1-55542-202-0)

Cornell, T. (1988, April). Characteristics of effective occupational literacy programs. Journal of Reading 31, (7), 654-56. (ERIC Document Reproduction No. EJ 368683)

Highlights the need for occupational literacy programs and provides brief guidelines for reading specialists interested in helping to develop such programs. (Author/ARH)

Darling, S. & others. (1983). Attitudes, application, action: Employability skills for adult literacy students. Louisville, Ky: Jefferson County Public Schools. (ERIC Reproduction No. ED 235322)

For annotation see Resources For Workplace Literacy

Eggar, R. (1986). What about a play? London, England: Adult Literacy Basic Skills Unit. (ERIC Document Reproduction No. ED 281977)

Reading and writing plays can be a good way to learn reading, listening and writing skills. This paper contains suggestions for using plays in adult literacy courses. Ideas are given for reading and writing plays, including developing a plot and characters, drafting a script, and editing and finalizing a script. Various methods of transcribing the play (tape recorder, overhead projector transparency, scribe) are suggested; advantages and disadvantages are discussed. (KC)

Griffin, S. M. (1987, February). How does the match between media and learners' preferred perceptual modes affect literacy learning? Paper presented at the annual Convention of the Association for Educational Communications and Technology, Atlanta, GA. (ERIC Document Reproduction No. ED 285538)

Two issues relevant to the effectiveness of media used in second language literacy instruction were addressed in this study: learner-selected versus teacher-assigned media, and media that appeal to learners' preferred perceptual modes compared with media that do not match preferred modes. A group of 47 preliterate Hmong refugees between the ages of 24 and 65 who were acquiring English as a second language was selected for study. Subjects' preferred perceptual modes were classified as auditory, visual, or kinesthetic on the basis of the Kerby Learning Modality Test; the corresponding media options were a videotape, photographs, or a live teacher. Results showed a significant difference in achievement outcomes between learners who selected their media and those who were assigned to media. Since many subjects did not demonstrate a dominant learning modality, the match between media and preferred perceptual modes was clear for only 13 subjects. There was no significant difference in literacy achievement outcomes between this group and learners who used media that did not clearly match their preferred perceptual modes. The impact of the culture of the participants on the study is discussed, and 17 references are listed. (Author/MES)

Gunter, J. (1975). Letter fluency games. (Technical Note No. 3). Quito, Ecuador and Amherst, Mass.: Ministerio de Educacion Publica and Mass. Univ. Center For International Education. (ERIC Document Reproduction No. ED 175024)

For annotation see Resources For Workplace Literacy

Howard, O. (1988). Social/personal skills modules. Adult literacy project. Sherman/Denison,,Tex.: Grayson County College. (ERIC Document Reproduction No. ED 298329)

For annotation see Resources for Workplace Literacy

Howell, S. (1988). Pre-employment and employment skills modules. Adult literacy project. Sherman/Denison, Tex.: Grayson County College. (ERIC Document Reproduction No. ED 298328)

For annotation see Resources For Workplace Literacy

Jacoba, B. & Ventura-Merkel, C. (1986). Tutoring older adults in literacy programs. Literacy education for the elderly project. Washington, D.C.: National Council on the Aging, Inc. (ERIC Document Reproduction No. ED 286002)

This booklet is designed to sensitize volunteer literacy tutors to the special needs and interests of illiterate older learners. It also gives useful tips for creating successful and self- rewarding learning experiences. The first section on the world of older adults with literacy problems describes some of the characteristics of this group. In the next section, reasons for participation and non-participation in a literacy program are discussed. Success tips for tutors are provided. These include gaining the students' trust, making learning goal-oriented, adapting one's teaching style, keeping motivation high, meeting students' needs, evaluating personal goals regularly, relying on peer supports, selecting appropriate teaching materials, using learning contracts, and being alert to learning problems. A chart summarizes techniques that can make tutoring a success; learning needs of older adults are correlated

with ways in which tutors can help meet these needs. The final section addresses developing self- sufficiency. Topics include building confidence, broadening horizons, and expanding skills. (YLB)

Martin, L. G. (1981). Achievement motivation training- effects on ABE/ASE students' psychosocial self-perceptions. Madison: Wisconsin Univ. Inst. For Research On Poverty. (ERIC Document Reproduction No. ED 212814)

For annotation see Resources for Workplace Literacy

Mikulecky, L. & others. (1987). Training for job literacy demands: What research applies to practice. University Park: Pennsylvania State University Inst. for the Study of Adult Literacy. (ERIC Document Reproduction No. ED 284968)

The demand for worker literacy is increasing in nearly every occupation, from entry-level blue collar to top professional and technical. The types of reading and writing required on the job differ considerably from the literacy activities required of students in schools. Most of the reading done in the workplace environment is done for the express purposes of doing, learning, and assessing, whereas most of the reading done by secondary students is done to obtain information needed to answer teachers' questions. Student-based theories of composition and useful reading comprehension must therefore be modified before they can be applied meaningfully to the special forms of workplace literacy. Various models have been developed to explain both the product and process of reading and writing (including schema theory, oracy and alternate systems, and metacognition). Schools generally use product theories, which cannot fully take into account the complexities of writing at work. One useful model that can be adapted to develop a job literacy problem-solving model is Flower and Hayes' Cognitive Process Theory of Writing. According to the model, writers anticipate their audience and define their purpose, generate the ideas they need to convey, organize their ideas, translate them into a form that will be useful to others, review and evaluate them, and eventually revise them. (Three examples of the operation of the job literacy problem-solving model and a bibliography are provided. (MN)

Miller, P. A. (1988, October). Using annual reports for adult literacy improvement. Journal of Reading, 32 (1), 25-29. (ERIC Document Reproduction No. EJ 377351)

Advocates using annual reports to help adult learners bridge the gap between competence with basic reading tasks and competence with more difficult and complex tasks which require inferential thinking and application of information for decision making and problem solving. (RS)

Noe, K. L. S. (1985). Metacognitive awareness in job-related reading. Dissertation Abstracts International, 47, 04A, 1265. (Publication No. AAC 8613197)

The purpose of this study was to examine the relationship between metacognitive awareness and job-related reading. Recent research in metacognition and reading has centered on the use of reading as a process for learning. However, those skills that make a person literate in school may not transfer to the workplace where the use of reading may be quite different. Adults' metacognitve awareness of their reading for the job may be a factor in the development of job-related reading ability. This study explored metacognitive awareness in reading as a process for finding information to do a job.

In a structured interview, 30 supervisory personnel in the electronics industry were administered the Diehl-Mikulecky Job Literacy Survey (1980) modified for this study, the Survey of Metacognitive Factors in Job Reading developed for this study, and a cloze test developed from job-related reading materials. Pearson product-moment correlations and analysis of variance were used to determine the relationships among the variables, which include metacognitive awareness as measured by the Survey of Metacognitive Factors in Job Reading; reading ability as measured by the cloze test; reading strategies and demands of the job as measured by the Job Literacy Survey, and demographic variables of age, sex, length of time on the job, and level of education. A significant relationship was found only between metacognitive awareness and reading ability.

However, the rating system identified metacognitive features within subjects' responses, supporting the need for further research to more fully explain metacognitive processes used in job-related reading. In addition, the study identified three aspects of job-related reading that may have particular influence on adults' reading success: the role of job experience, the use of non-print information sources, and readers' perception of what influences text difficulty.

Noe, K. L. S. (1988, June 16). Metacognitive awareness in job- related reading. Paper presented at National Convention of Council on Adult Basic Education, Seattle, WA. (ERIC Document Reproduction No. ED 296163)

Research was conducted into the metacognitive awareness of electronics workers in completing job reading tasks. The study examined how successful adult readers make decisions about why, when, and how to use reading on the job. It also identified unique aspects of job reading context that both require workers to control their reading efficiently and productively and help them to do so. These included the role of workers' job experience as an aid in reading, readers' perceptions of what makes text difficult or easy to use, and the availability and use of sources of information other than print. Suggestions were made for incorporating metacognition training into job training programs to help adult readers make the most effective use of their work environments. Specific recommendations were that (1) job-related reading instruction needs to teach workers to be aware of the interaction of factors that work together to influence reading success; (2) because of the importance of efficiency and projectivity on the job, workers need to develop personal strategies for effective use of reading; (3) those who generate materials to be read on the job must consider how, when, and where these materials are used; and (4) job training should include direct experience with and instruction in the specific materials and reading tasks encountered in the job. (YLB)

Project P.R.O.U.D.: People reading their own unique dictation. (1985, June). State College, PA.: Mid-State Literacy Council. (ERIC Document Reproduction No. ED 288029)

Project PROUD (People Reading Their Own Unique Dictation) was designed to focus on the problems associated with book-centered, one-to-one tutoring to help adults learn to read. The problems that the project sought to eliminate were uninteresting, nonpertinent materials; focus on single skills rather than reading as communication; lack of learner-centered, self-worth attitudes; and feelings of being a one-of-a-kind nonreader. The project staff trained tutors in the language experience approach and designed appropriate accompanying exercises. The tutors then had students dictate stories concerning their experiences, knowledge, and concerns. Students then worked through these stories and exercises. Tutors submitted the stories and exercises to Mid-State Literacy Council for grouping according to reading level, editing, and publication in a set of six books. The six books that contain students' language experience stories with accompanying skill exercises and comprehensive questions were developed for adult students at the 0-4 reading level, including non-English speaking adults. (YLB)

Perin, D. (1988, October). Schema activation, cooperation, and adult literacy instruction. Journal of Reading, 32 (1), 54-62. (ERIC Document Reproduction No. EJ 377356)

Describes a strategy to motivate adult basic education students to comprehend text in a manner that draws on their background knowledge and is based on peer interaction. (RS)

Philippi, J. W. (1988, April). Matching literacy to job training: Some applications from military programs. Journal of Reading, 31 (7), 658-66. (ERIC Document Reproduction No. EJ 368684)

Points to the importance of teaching job literacy. Outlines a method (which was successfully employed in the military) of analyzing job demands, and then constructing and using effective literacy materials. (ARH)

Rigg, P. & Kasemek, F. E. (1983). Adult illiteracy in the USA: Problem and solutions. Convergence: An International Journal of Adult Education, 16 (4), 24-31. (ERIC Document Reproduction No. EJ 294318)

In lieu of literacy programs based on teacher-as-parent, student- as-child relationships or student/teacher partnerships, the authors propose (1) developing an adult/adult learning environment, (2) using a psycholinguistic model of the reading process, and (3) using a cognitive-discovery model of the writing process. (SK)

Willard, J. B. (1981, October). Low-aptitude trainees can succeed. Instructional Innovator, 26 (7), 18-20. (ERIC Document Reproduction No. EJ 252542)

Offers reasons for the declining literacy rate of new military recruits and makes suggestions for improving performance ratings in military training. Recommendations include visually attractive presentations, simple language, performance testing, a relaxed learning environment and feedback, and addressing the learner as an adult. (MER)

Utilization of new technologies to improve instruction for limited English proficient adults. (1987, July). Texas: Austin Community College. (ERIC Document Reproduction No. ED 285977)

A project researched a process and generated a sample project to facilitate the teaching of English to adults who have limited proficiency in reading, speaking, or writing the language. Specific areas of interest included using a videocassette recorder (VCR) as a supplemental delivery system, using home video equipment to develop instructional units through the formative evaluation stage, and producing instructional materials and strategies that were based on an analysis of the limited English proficient (LEP) students' needs, and interests. Generally, the project team found that (1) the use of the low-cost VCR technology is feasible; (2) incremental success rates and motivational response rates were much higher than expected and teacher responses was extremely favorable; (3) the demand by students and teachers generated by this pilot project for more tapes clearly indicates that it would be possible to implement this instructional strategy; and (4) in the opinion of the team, tape losses were minimal and would be far less in the more structured custody system of established course offerings and classes. Despite the success of the curriculum content and instructional strategy as measured by student and teacher response, analysis of the project product suggests that in the areas of linguistics and student orientation this project is only the gateway to quality, motivating, individualized, language instruction. The low-cost home videotapes should be refined and produced in a study and widely disseminated in order to facilitate and accelerate language learning by adults. (The bulk of this document contains the videotape scripts, research forms, and an external evaluation of the project.) (KC)